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**BULLETIN**  
OF THE  
**AMERICAN ASSOCIATION**  
OF  
**COLLEGIATE REGISTRARS**

•  
**PROCEEDINGS OF THE TWENTY-SECOND  
NATIONAL CONVENTION**

**CINCINNATI, OHIO**

**April 17, 18, and 19, 1934**

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## American Association of Collegiate Registrars

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## DIRECTORY REVISIONS

Several errors in the Directory of Registrars published in the April number have been reported. In the following list, each institution in which an error was made appears in its correct directory form. An asterisk before the name of the institution indicates that it is a member of the A.A.C.R.

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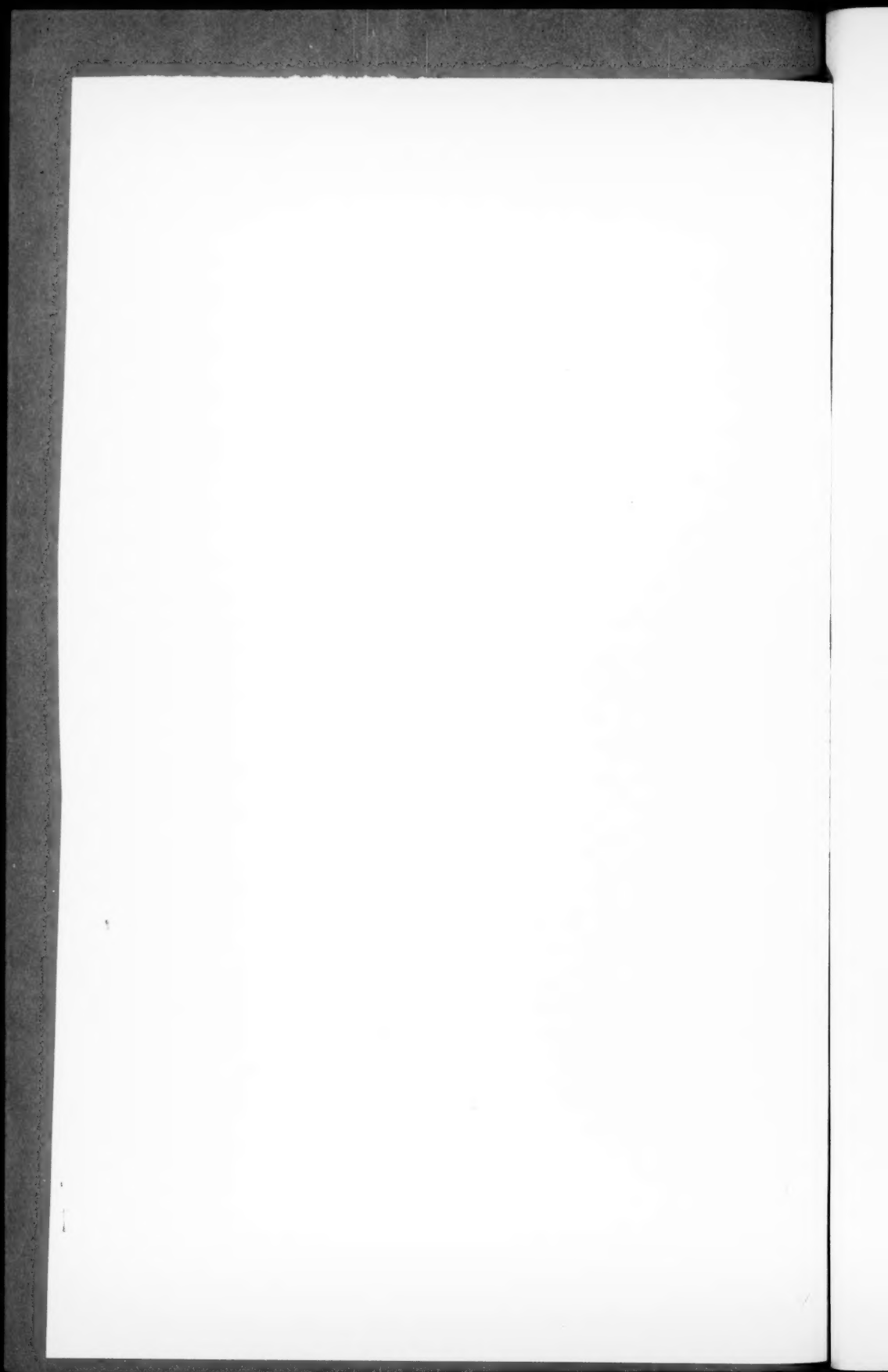
- SCHOOL OF EDUCATION OF WESTERN RESERVE UNIVERSITY, *Cleveland*, Harriet S. Cutter.
- \* UNIVERSITY OF AKRON, *Akron*, R. H. Schmidt.

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# BULLETIN OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

*Volume IX*

*JULY, 1934*

*Number 4*

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## CONTENTS

	PAGE
"Should We Educate the People," Raymond Walters . . . . .	263
"The Ultimate Basis for Satisfactory College-High School Relations," Ben D. Wood . . . . .	271
"The National Survey of Secondary Education and Its Significance for the Registrar," Leonard V. Koos . . . . .	279
"Aptitude Testing in Personnel Procedure," A. B. Crawford . . . . .	293
"The Progressive Movement in Secondary Education," H. B. Alberty . . . . .	310
"A Registrar Looks at His Job," Ezra L. Gillis . . . . .	326
"The College Faces a New Problem in a New World," Earl C. MacInnis . . . . .	343
"The Student and His College, of Another Day," J. L. Morrill . . . . .	356
"The Changing Social Order and Its Significance to Our Educational Program," H. L. Smith . . . . .	373
"The Effect of Current Economic Changes upon Higher Education," Q. A. W. Rohrbach . . . . .	391
"The Registrar and the Next Step," Frank L. MeVey . . . . .	426

### SECTIONAL MEETINGS

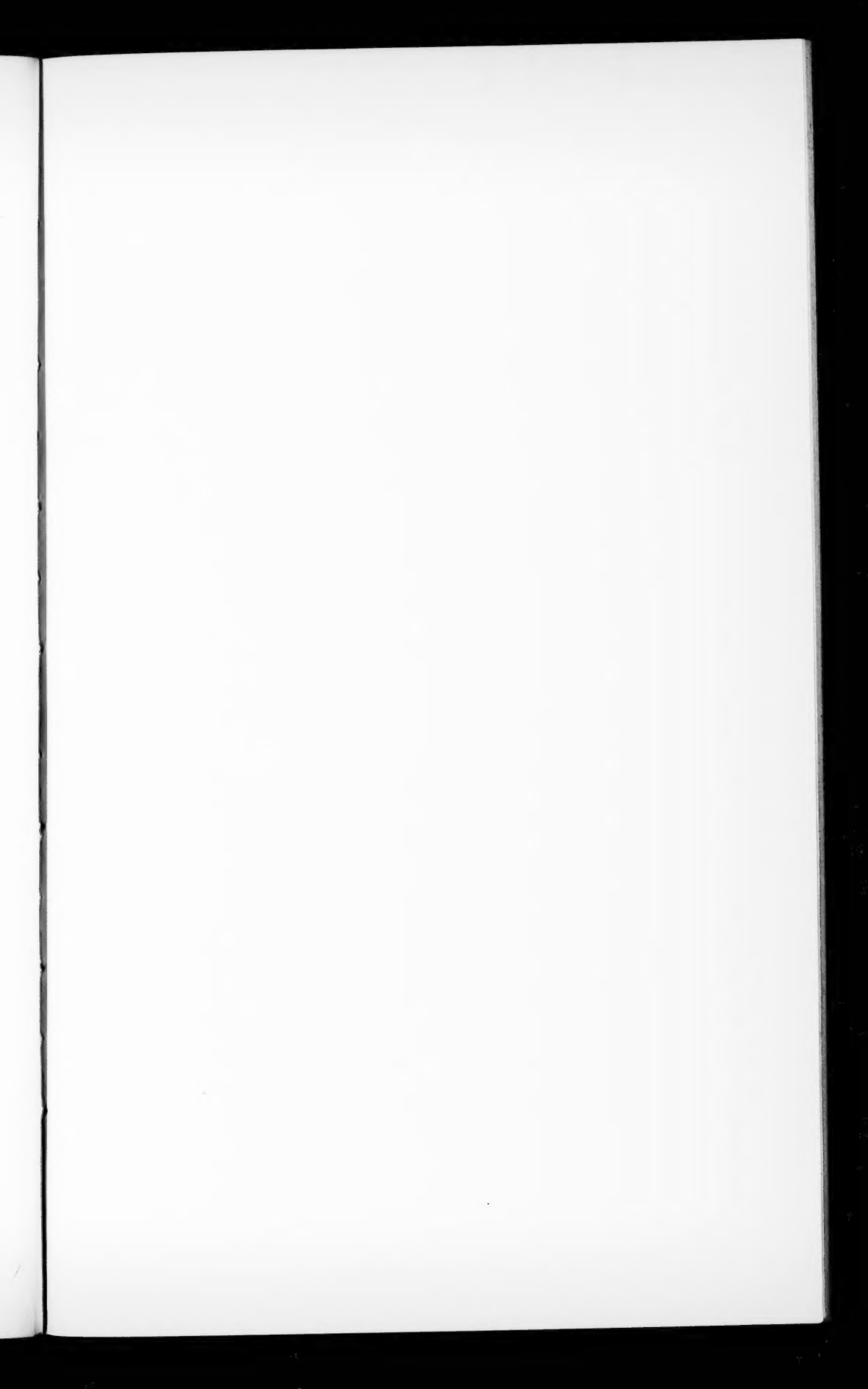
Section B—Liberal Arts Colleges, Junior Colleges, Teachers Colleges, and Normal Schools . . . . .	432
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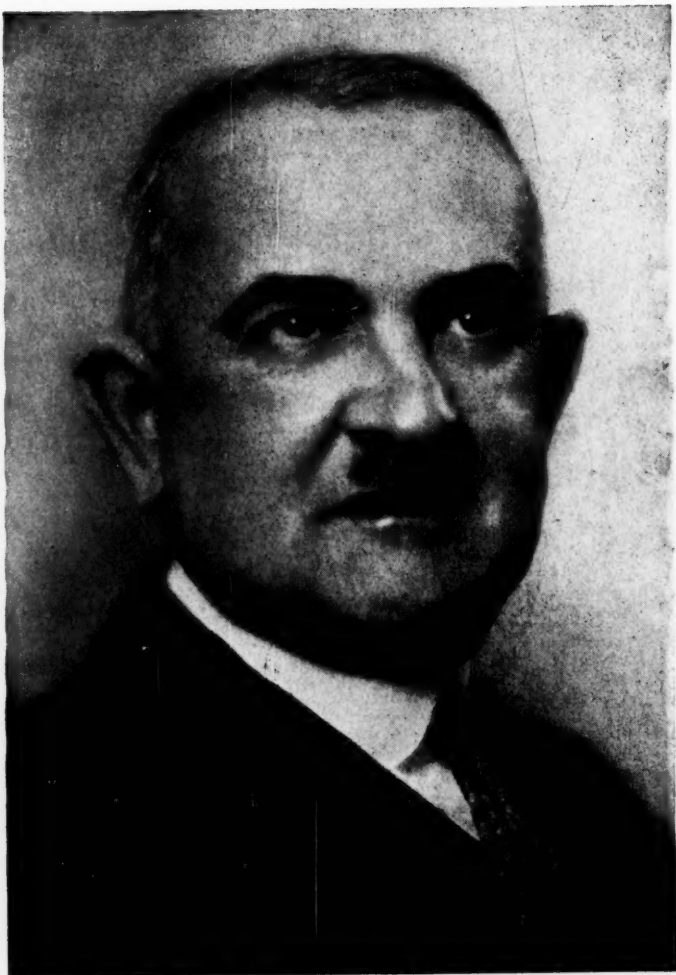
### REPORTS OF COMMITTEES AND OF OFFICERS

Report of the Secretary, Fred L. Kerr . . . . .	433
Report of the Second Vice-President, Edith D. Cockins . . . . .	434
Report of Treasurer, J. C. MacKinnon . . . . .	434
Report of Auditor, Christopher Haworth . . . . .	437
Report of the Editor, Roy W. Bixler . . . . .	437
Report of Committee on Special Projects, Rodney M. West . . . . .	440
Report of Committee on Methods of Duplicating Records . . . . .	452
Some Notes on Relative Merits of Two Methods of Making Copies of Records, Daniel L. Rich . . . . .	462
Report of Committee on Association Policy, Roy W. Bixler . . . . .	466
Constitution of the American Council of Guidance and Personnel Associations . . . . .	476
Report of the Committee on Office Forms and Filing Equipment, Arthur H. Larson . . . . .	479

Report of the Budget Committee, J. P. Mitchell . . . . .	480
Report of the Committee on Resolutions, Emma E. Deters . .	482
Report of the Committee on Nominations . . . . .	485
Report of the Committee on Local Arrangements, Lelia Hart- man . . . . .	486
Introduction of the President-Elect . . . . .	486
ORGANIZATION OF THE ASSOCIATION . . . . .	490
DELEGATES IN ATTENDANCE AT TWENTY-SECOND NATIONAL CON- VENTION . . . . .	494
REGISTRATION BY STATES, 1934 . . . . .	500
REGISTRATIONS OF MEETINGS, 1910-34 . . . . .	500
MEMBERSHIP OF THE ASSOCIATION . . . . .	501
INDEX TO VOLUME IX . . . . .	505







K. P. R. NEVILLE  
1934-35

# BULLETIN OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

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*Volume IX*

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## SHOULD WE EDUCATE THE PEOPLE?

RAYMOND WALTERS

In behalf of the University of Cincinnati I extend official greetings and a cordial welcome to the American Association of Collegiate Registrars, assembled in Cincinnati for the twenty-second meeting of the Association. It is hardly possible for me to overstate the satisfaction, the pleasure I find in so doing, for my greetings and welcome are no mere official performance. They represent the warm personal feeling of an old member of this Association and a close friend of many of its members.

While not one of the founding fathers, I was active in the early years of the Association. The first meeting which I attended was the one at Richmond, Virginia, in February, 1914. Some of you here this morning may recall, as I do, the fascination of our stay in that historical stronghold of the South and the little journey some of us made afterward to the University of Virginia. That meeting seems even more remote than twenty years ago because of what has come to pass since. These twenty years have seen a World War and a world economic cataclysm. They have seen important changes in American education on all levels.

In this new world of economic and educational transformations the American Association of Collegiate Registrars has done more than hold its own; it is a factor in 1934 in a notably greater measure than it was in 1914. Resisting mere

fads by the exercise of critical judgment, this Association has, with openmindedness and enthusiasm, marched forward with every sane and progressive movement. It has been a source of pride to me as to other old members that the Association has won and is maintaining a reputation in the field of higher education for its professional spirit and standards.

From the early days to the present the doctrine has been observed that, while due attention is given in programs to technical matters, the Association has never for a moment accepted the status of the collegiate registrar as that of simply an academic bookkeeper or accountant whose figures are reported grades. There has been insistence always upon meanings and values. Questions are always asked such as these: Just what is the significance of this plan or that? Where are we taking our students in these processes of which we record the reported results? How can we build still more stately mansions for our educational souls?

So, then, it is simply in the line of the high tradition of the Association that I address you this morning, not upon statistics of enrolment in which I continue to engage as do you, but upon a topic of broad implications in this new era. My subject is this inquiry: Should we educate the people?

A half dozen years ago that would have been a rhetorical question. Today it is a practical question. A half dozen years ago the horn of plenty was tilted to pour a fair share of its streams upon schoolhouses, colleges, and universities, in enthusiastic exemplification of the democratic doctrine that the nation owed it to every child to provide a free highway from kindergarten to graduate school. Today, when the horn is one not of plenty but of poverty, our entire educational system is on starved rations, and the democratic doctrine of education is under fire.

Let us seek an answer to the question, Should we educate the people—the so-called masses? We shall have no hokum, no suppression of evidence, no tirades. We shall make every effort to be logical and fair.

Should we educate the people? Is there scientific evidence



to show that the masses are educable? Modern psychology and educational research have engaged in testing for some twenty years. Their findings have certainly verified the old saying of that practical psychologist, Saint Paul, who preached about "gifts differing." It is fair to say that the fact of individual differences has been scientifically established. May I remind you here of the doctrine not scientific but religious set forth in the beautiful words of Whittier's hymn:

"We bring our varying gifts to Thee  
And Thou rejectest none."

Human beings show a wide range of ability, with a low mental rating for a large proportion, according to the Army Tests of the World War. As to the explanation of mental performances there are two main schools. One school stresses *nature*, or the influence of heredity. The other stresses *nurture*, or the influence of environment. American scientists agree with Galton about the dominance of heredity but the psychologists, Cattell and Thorndike and the biologists, Conklin and McClung have shown the importance also of environment and training. As Doctor Cattell has put it, "What a man can do is determined at his birth; what he does do is determined by the circumstances of his life." The apostle of behaviorism, Doctor John B. Watson, claims everything for training.

Should we educate the people—the masses? A representative answer in behalf of scientific opinion would probably be, yes, but don't expect too much of education.

As we look back over the past quarter of a century it is evident that many did expect too much of education in the way of financial rewards. "Every day spent in school pays the child nine dollars" was the claim once heralded in a bulletin of the U. S. Bureau of Education. That a college education similarly yielded high returns was declared in the same publication. The doctrine was preached and printed so persistently after the Great War that the fallacies involved were overlooked. Enthusiasts for collegiate training

claimed for it the advantages due to other factors, such as the family and business connections of graduates whose large incomes were averaged in class reports. The shallowness of this emphasis on financial rewards has been revealed during this depression when college graduates have been no more exempt from the effects of economical conditions than other good people.

It is probable nevertheless that the great majority of students who go through to graduation do profit personally by their education. Without it, for one thing, they would be barred from law, medicine and other professions which demand college training for admission to their professional schools. In normal times business and industry tend to give a preference to holders of a college degree. Records of success in later life tend, moreover, to show a definite relation between good academic performance and achievement in professional careers.

What about the broader aspect? Will it pay society to grant to three-quarters of a million or more young men and women four years of freedom from economically productive work for their higher education? Statistical studies indicate that increases in the wealth of this nation from 1790 to the present had been preceded by corresponding increases in high school and college enrolment and in publications by educated men. There is evidence that ideas always precede material progress.

We hear a great deal about the measure in which science and its applications have put machines in the place of human beings. You may remember the horrendous picture of the fate awaiting us drawn by the doleful Technocrats several years ago.

Words that allay such fears are those of two scientists, President Karl T. Compton of the Massachusetts Institute of Technology, and Dr. Robert C. Millikan of the California Institute of Technology. Against the assertion that advancing technology has been responsible for unemployment, Dr. Millikan has pointed to census figures. In 1880, 34 per cent of the population of the United States was gainfully

employed. In 1930, after fifty years of sweeping technological progress, 40 per cent of the population was gainfully employed.

Dr. Compton declares that science has created more employment instead of replacing men by machines. Science has made new industries. Dr. Compton lists certain inventions and the number of jobs for which they are responsible as follows:

Automobile . . . . .	2,400,000
Electrical equipment . . . . .	1,000,000
Motion pictures . . . . .	389,000
Telephone . . . . .	357,000
Steamship . . . . .	217,000
Machine tools . . . . .	87,000
Refrigeration . . . . .	72,000
Airplane . . . . .	50,000
Rayon . . . . .	41,000

Now that the ideas of science and their practical application have brought about the material comforts of our industrial civilization, it becomes the province of the university to apply the methods of the physical sciences to the field of the social sciences. We must learn how to distribute income and the material comforts more widely among the whole population. The present puzzle must be solved not emotionally but scientifically. And that means the higher education which the university supplies.

There are specific examples of such scientific direction. One instance is the service performed by the economists of the state universities of Australia who, upon invitation of the federal and state parliaments, balanced the Australian budget. In our own country the State of New Jersey asked Princeton University to plan a financial system for the state; the professor who headed the state survey is the new president of Princeton.

Has the investment in the liberal arts college been profitable? I would quote in answer the tribute paid by Professor George Herbert Palmer to college graduates in America who lead in all idealistic matters, serving as trustees of libraries,

museums, galleries, and schools. "This public-minded class," said Professor Palmer, "are true aristocrats, keeping our precious democracy wholesome." The spreading of this code of public service is one of the ways in which higher education can yield increasing dividends in the decades to come.

Now it happens that many of this public-minded class to which Professor Palmer referred have not come from aristocratic families in the European sense of the word, aristocratic. Our leaders frequently come from stock which, while good biologically, is humble socially. That is due to science and democracy.

In other eras leaders were annointed or appointed from the ruling classes—those who had been especially predatory and acquisitive. Such types were the robber barons along the rivers and the dukes who furnished military aid to the kings of Europe. The advent of science has changed that to a marked degree. Great scientists arise from obscure families quite as often as from an illustrious background. Consider Pasteur, son of a French tanner, and Pupin, the emigrant lad.

The truth is that there is plenty of capacity for achievement in science, in music, in art, in literature, in industry, in statemanship among our so-called lower middle classes in America. Here are a few names: Edison, inventor; George Gershwin, musical composer; George Gray Barnard, sculptor; William Dean Howells, man of letters; Charles M. Schwab, industrialist; Alfred E. Smith, statesman. These men show that our democracy can produce its own leaders.

Those I have named are of a present or past generation. What about the future? Let me reply by citing what may be found in unexpected places and in families of meager economic resources. The University of Minnesota, giving its tests in high schools of the state, found that 2,500 seniors in those schools who had no plans for college were revealed as capable of college work. Truly the poet was right:

"Full many a gem of purest ray serene  
The dark unfathomed caves of ocean bear."



It will be a dire day for America if, in the pressure for economy, we cripple our schools and colleges and universities and deny to the boys and girls who are potential leaders their chance to develop.

Someone may say that ability, like murder, will out and that education is a relatively minor factor. Hear the words of one of the self-made men I cited, William Dean Howells, that splendid native son of Ohio. Howells said: "It still seems to me lamentable that I should have had to grope my way and so imperfectly find it where a little light from another's lamp would have instantly shown it."

So much for leaders. What about those who will never rise above the rank and file? Should we educate them? Yes, if we give them the sort of education suitable for them.

Our public school system and our other schools must give the great masses of our oncoming generations a true training for citizenship. This will include courses in history and in civics in which bombast and hokum will be ruled out, in which logical thinking and constructive criticism will be emphasized, in which our obligations as citizens, rather than our rights, will be stressed. Unless we can develop a citizenship which will reject the demagogue, our nation as a democracy is doomed. Dangers stalk in the background in this post-war era, as is evidenced by the current history of Europe. Along with our development of able leaders we must train intelligent followers.

Aside from civic progress, business and industrial progress depend essentially upon an educated population. An uneducated mass of people are content on the serf or peasant level. It is only education which causes people to want the conveniences, the comforts, the objects of art which our industrial civilization produces and upon which business and industrial activity depend.

And now to view the matter from a different angle. It has always seemed to me that our educational programs have lacked due recognition of the fine arts and music. Due to our Puritan bias we have emphasized the intellectual and neglected the esthetic. I am happy to say that our public

schools now afford music for all. Our high school orchestras, bands and choruses are most creditable, especially in the Middle West. To talk of music and the fine arts as a frill of the schools is to talk nonsense. These esthetic and emotional outlets for our young people are of tremendous and abiding value.

My closing word to you of the American Association of Collegiate Registrars is to urge courage and faith. The approaching era, if we manage with intelligence and energy, will provide employment for a proportion of our population quite as large as in the past. The hours of most employees will doubtless be fewer. For their use of these free hours we should teach our students and preach to all our people the university doctrine of the intellectual life with which, in a true sense, the esthetic and the spiritual are entwined. This does not mean something abstract and dull. It does mean the enjoyment, each according to his taste, of literature, of philosophy, of science, of art, of music. To this list we simply must add athletic games when played in the true amateur spirit.

We can correct the abuses of a machine age. We can make human life orderly, creative, beautiful and vitally religious.

Here is a program in which, as members of colleges and universities, we can all play a worthy part. Yes, we should educate the people.

## THE ULTIMATE BASIS FOR SATISFACTORY COLLEGE-HIGH SCHOOL RELATIONS

BEN D. WOOD

The ultimate basis of articulation of high school and college is the individual pupil. Our control of high school-college articulation depends in the last analysis on the extent and quality of the information about individuals that is secured and wisely used before admission to college, during the admission and placement procedure, and after admission. The basic need and the basic prerequisite for improving articulation in the American educational ladder is more comprehensive and more meaningful information regarding individuals all along the line from elementary school through college. Our educational institutions suffer from many weaknesses, but there is one fundamental weakness which is common to all levels of the educational ladder, namely, that all schools and colleges proceed in almost complete ignorance of the primary materials with which they deal—living boys and girls.

College admission should be not a single momentary act but a constructive process, in which the high school should and must play a large part. College admission is only one aspect of the total guidance problem and should be just as constructive and non-invidious in both theory and practice as guidance before and after admission.

The only possible way of improving college admission, or the general process of guidance of which it should be a part, is to improve the quality and accuracy, and increase the extent, of the information which we have concerning students as growing individuals throughout their whole educational careers, with special emphasis on their pre-college careers. Unfortunately, neither the elementary nor the secondary schools nor the colleges have or, under the present organization and distribution of resources, can secure adequate information even for college admission, let alone general constructive educational guidance. Both col-

leges and lower schools are organized for teaching rather than for learning pupils. Their guide for teaching has traditionally been and still is a predetermined pattern of subject matters, an *ex cathedra* formula called the curriculum, rather than the ascertained abilities and interests and defined needs of the students who are admitted, or whose attendance in the schools is enforced by attendance officers. Both schools and colleges have proceeded apparently on the assumption that their function was to serve as enforcement agencies for a blanket formula of culture as dispensed by the currently accepted curriculum committee, rather than to ascertain and serve the needs of all the individuals for whose benefit the schools were originally founded. Since the official obligation of schools and colleges was to enforce a curriculum dispensation, there was no logical reason why any effort should be made to study the abilities, interests, and needs of their pupils as individuals. Theirs was not to reason why, but rather to do and die, or to pass and flunk. The curriculum as an objective had the advantage of being, or appearing to be, clear and visible. It also had the advantage of greatly simplifying the duty and task of the schools and colleges. As printed in the curriculum book, schools and colleges found a clear-cut culture pattern as an objective. The method of achieving this objective was merely to teach and then to teach some more, or at least to go through the motions of teaching and the rituals of class-keeping in which the pupils could at least be forced to serve their time, if not to live up to the defined culture pattern. Given this curriculum objective, the teaching conception of the institution's duty is logically necessary and justified. It also follows logically that there was no need of learning anything about the differential needs of pupils or of setting up any organization by which anything could be learned and recorded about individual pupils as growing phenomena, since all had to pass or flunk the same curriculum in any case. Thus, we have a logical and consistent explanation as to why schools and colleges know so little about their pupils as individuals. After twelve years or more of



attendance in the lower schools, pupils come up for admission to college with practically nothing known about them, and four years later they leave without much more being known about them than was known when they entered.

These conceptions regarding the curriculum and the function of the schools and colleges recently have given way to a totally new conception: namely, that the duty of all educational institutions of non-professional character is to help boys and girls become better citizens, with the aid of the curriculum if possible, but in spite of the curriculum if necessary; and that the method of achieving this objective is to mobilize half our educational resources if necessary to the task of ascertaining the abilities and needs of pupils as growing individuals, and to use our remaining resources to meet those needs, whatever the needs happen to be.

This new conception does not at all mean that discipline will be abandoned to the whims of pupils, nor that students will be relinquished to their laziness. On the contrary, it means that the authority and influence of the school will be transferred from the enforcement of tasks that are impossible and rituals that are irrelevant, to the helping of students to achieve goals which are more feasible and useful, both to them and to society. It does not mean less control by the schools of pupils' activities, but it does mean more intelligent control, more genuine discipline, and more appropriate standards for individual pupils in school and in society. Under this new conception, the responsibility of the school is not decreased but greatly increased. It expands the duty from mere teaching to learning and guiding and counseling students, not only in relation to school subject matters, but in relation to activities, attitudes, interests, and habits in social living. From mere purveyors of academic subject matters and courses, the schools will become, under this new conception, human engineering agencies in the largest sense of the term, whose objectives include human conduct as well as knowledge of subject matter, which too frequently thus far has been inhuman and impossible for large fractions of our school population.

While this new conception has happily emerged in so many centers and with such strength as to insure its final victory, it has not yet come to dominate the American educational scene. This association can do much to help or to hinder the progress of this new philosophy and its correlative practice.

If ignorance of individual pupils is the basic cause of poor articulation, the prescriptive curriculum easily takes second place as a major obstruction to constructive guidance all along the line. The colleges should use all their powers of persuasion and cooperation to induce the high schools to secure and use more adequate guidance information throughout the high school period, and I urgently recommend that this association memorialize the high schools of the country to that end; but the colleges should carefully refrain from anything that might, by coercion or suggestion, tend to perpetuate the frozen curricula handed down by curriculum committees whose faith in blanket prescriptions for extremely heterogeneous masses of children appears not to have been weakened either by the fact of individual differences or by the New Deal. Let us rather say clearly to the high schools that we regret and deplore any domination of high schools of which the colleges have been guilty in the past, consciously or unconsciously, and that we are unalterably opposed to such domination in the future. Let us say to them and to ourselves that we long for the day when both colleges and high schools shall be free from subservience to any predetermined pattern of studies, whether the pattern is prescribed by an old curriculum committee or a new one, whether by a conservative or by a "Progressive" or "New Social Order" advocate. We must realize clearly once and for all that the main objection to the curricula of the past has not been, and is not now, that the content has been wholly wrong or irrelevant, because it is fairly obvious that the curricula of the past, or parts of them, have been a great success with at least a few of our students. The real objection has been and is their inflexibility, and their influence in obstructing adaptations to

individual abilities, interests, and needs in both high school and college. To the extent that curricula are blanket prescriptions, and seek to impose the same predetermined pattern of skills and culture on all pupils, they are about equally objectionable, whether they are labeled conservative, old, new, progressive, or "New Social Order," whatever the latter may be. In the light of the great complexity of life today, and its multitudes of kinds of jobs, and in the light of the magnitude of individual differences, and their infinitely numerous permutations and combinations, it is only reasonable to declare that no one of the curriculum advocates now at large has a corner on the market.

There is no one pattern that can or should be enforced, or that is a final dispensation necessary to "socialize" our children, either for the present or for any future social order. It is only by taking account of individual differences that the social potentialities of our children may be most fully developed. The attempt to socialize by enforced conformity has been, and ever will be, a dismal failure. Social integrity depends on internal individual harmony. Unless individual harmony and integrity are the foundation of social life, our society is over a volcano liable to frequent eruptions such as are manifested by so many of our high school and college graduates in this age of organized crime. The interests and aversions of individuals should be respected, among school children as among faculty members. Unless positively criminal or injurious, they should not be restricted. Unnecessary and arbitrary restraints do not socialize. They either reduce to impotent conformity, or provoke disregard for all restraint. For many of our children, the current curricula and their ambiguous "standards" result in suffering on the part of both pupils and teachers that is not only obviously unconstructive, but is very similar in its philosophy and methods to false arrest and false imprisonment.

Let us not be misled again by makers of new curricula. Forty years of curriculum reform have resulted in only a little more than successively substituting one blanket

prescription for another. Let us not continue to substitute a cultural formula for the rights and needs of the individual in society. I hold no brief for "rugged individualism," and certainly have no sympathy for it in its recent economic and industrial interpretations. But this does not mean that I have any tolerance for any doctrine of conformity in cultural pattern. It is precisely because I am concerned with the welfare of society that I am pleading for more tolerance and sympathy for individual differences in our schools. The welfare of society, no less than of the individual, demands that our schools shall adopt a more constructive attitude toward the differential abilities, interests, and needs of our children as growing individuals.

Educational leaders in this country proclaim and boast that publicly supported schools were established and are maintained for *all* the children of *all* the people. Official school records show that from 10 to 40 per cent of the pupils in elementary and secondary schools fail year after year in some or a majority of their studies. The customary explanation of this tragic waste is that the children are to blame, and that such gross failing rates are a reasonable price to pay for what school orators call "high and ever higher standards." This is perhaps the sorriest alibi ever concocted by honest and sincere public servants. We are now happily beginning to realize the absurdity of prescribing the same curricula and standards for *all* the children of *all* the people. We now realize that the academic dullards and failures have just as good a right to curricula and standards appropriate to their abilities, interests, and needs as the average and bright pupils have to curricula and standards commensurate with their needs. The indignities forced on the teachers by the prescriptive curricula are not so obvious, but are none the less as distressing as the fictitious failures forced upon the pupils. Henceforth, teachers will cease to be watch-dogs of the curriculum and upholders of ironic and meaningless standards, and will become leaders and constructive helpers of all the children of all the people, including morons as well as bright and mediocre pupils.

How are these good results to be achieved? The answer to which I subscribe and which I here propose for serious consideration has already been given by a committee of the American Council on Education. The answer is in two parts, both of which have been foreshadowed in what I have said above. The first part is to abandon the prescriptive curriculum and substitute therefor flexible provisions which can be adapted to the varying abilities, interests, and needs of pupils. The second part is to re-orient our teachers to the conception that learning pupils must precede teaching, and to reorganize all schools below the senior college so that significant and comprehensive information regarding our pupils as growing individuals may be learned, recorded and continuously used for the purpose of making them better and happier citizens. Among other things this second point means the adoption of some kind of continuous, cumulative record of comparable measures and observations, such as that advocated by the American Council on Education. The cumulative record and its underlying philosophy were first described in the *Educational Record Supplement* of July, 1928. Since that time, many gifted scholars have amplified the original discussion. Perhaps the best and most readable of the more recent expositions is that by Dean Max McConn of Lehigh University, published in the October, 1933, *Educational Record*, under the title "Educational Guidance Is Now Possible." Dean McConn's article is devoted particularly to the use of the cumulative record in the secondary schools, but his lucid exposition is equally applicable to colleges and elementary schools. He suggests a minimum ideal guidance program for secondary schools which he states in three short paragraphs. Although I am not a member of this worthy organization and have no legal right to make any motions, I hope you will bear with me if I make bold to suggest that this body officially endorse Dean McConn's minimum program and that it pass a resolution to memorialize the high schools of the country urging them to give careful consideration to Dean McConn's minimum program as a first step in the

direction of improving high school and college relations. At the same time, I would urge you to proclaim to the high schools that you have no sympathy with domination of the high school curriculum by the colleges. I hope you will say to the high schools emphatically that you recognize no curriculum authority which is not guided by the ascertained abilities, interests, and needs of individual pupils. It should be made clear to the high schools that in urging them to furnish the colleges with cumulative records of comparable measurements, and concrete observations on the conduct, habits, attitudes, and interests of pupils, you are not requesting conformity to any predetermined pattern but are merely asking for a reliable and meaningful description of whatever pattern and standards the individual candidate has manifested up to the time of his application for admission. By making these declarations to the high schools, it is my belief that you will hasten a great forward step not only for the high schools and colleges, but also for society at large. By memorializing the high schools in this manner, you will hasten the day when emphasis in our schools will be shifted from content to conduct, from irrelevant subject matter patterns to living boys and girls. Such a shift in emphasis, I hope and pray, will help greatly in the currently crucial problem of justifying the ways of teachers to pupils.

As we go to press notice is received of the death, on June 18, of Miss Jennie Tabb, Registrar of the State Teachers College, Farmville, Virginia. Her death was a great shock to her acquaintances and friends, and even to her most intimate associates, who did not know that the condition of her health was so precarious.



## THE NATIONAL SURVEY OF SECONDARY EDUCATION AND ITS SIGNIFICANCE FOR THE REGISTRAR

LEONARD V. KOOS

### SET-UP AND PROCEDURES OF THE SURVEY

Because announcements concerning the National Survey of Secondary Education have been given considerable publicity, it may be gratuitous to repeat that this large-scale inquiry into education at the secondary level in this country was authorized by Congress in 1929 and that an appropriation of \$225,000 was made for carrying on the work. The Commissioner of Education was designated as director of the Survey. Full description of the set-up of the Survey, which is not our concern here, would include the listing of the advisory groups and the professional staff of thirty members, to which appointments were made in strict accordance with the aim of finding the most competent person available for each project.

A preliminary word may be said concerning the scope of the Survey. Early in the deliberations it became apparent that it would not be possible within the resources available to investigate all phases of secondary education. The major aspects of the field finally included were four: (1) the organization of schools and districts; (2) the secondary school population; (3) certain problems of administering and supervising the schools; and (4) the curriculum and the extra-curriculum, that is, the work given in the schools and the outside activities of pupils. Fields like the training of secondary-school teachers and problems of finance were left for consideration in other surveys subsequently undertaken by the Office of Education. Each of the four major fields selected for inclusion in the Survey is so broad as to make it unwieldy for handling as a single project. Therefore, these fields were subdivided into a total of twenty-four projects, only a small number of which will be mentioned in this paper.



The nature of the findings can hardly be appreciated without some understanding of the steps or stages through which most of the projects were carried. The stages were four in number. The first was that of identifying the schools to be represented in the projects. This identification was with respect to some particular aspect of the school, for example, its organization, curriculum, or library service. The aim here was to find schools with outstanding or innovating practices in the aspect under consideration. The second stage involved intensive study by inquiry form of these practices in schools thus identified. This stage supplied the basis for selecting the schools to be visited. Visitation constituted the third stage. During the first-hand contacts afforded by the visits the specialists gathered additional information, checked on the information gathered by inquiry form, and added that something to their impressions which was gained from observing the practices in the concrete. The fourth and last stage was that of tabulating and digesting the information gathered and preparing the report on the project.

This dominant four-stage procedure reflects one of the controlling policies of the Survey, which was to study innovating practices rather than merely to ascertain typical conditions in all secondary schools of the country. This policy was prompted by the belief that analysis and interpretation of innovating practices would be more helpful to the schools of the country than would a mere study of status. Besides, information concerning status is already available along many lines. Also, it would have been out of the question to have made a study of status of all aspects of the schools represented in the outline in the 25,000 and more secondary schools of the nation.

Some impression of the extent of efforts to get at the facts of practice and conditions in the schools may be gained from a word concerning the number of inquiry forms sent out and of visits made to the schools. A total of about 80 different forms were distributed ranging in length from a single page to 46 pages. The total of forms distributed was almost 200,000. The proportion of return of these forms was

highly gratifying, totalling approximately two-thirds of all blanks sent out.

The total number of visits to schools made by professional specialists was more than 850 and the total of different schools visited was more than 550. The visits took the specialists into 41 states and the District of Columbia. The fact that effort was made to observe innovating and outstanding practices wherever located rather than to distribute the visits proportionally to all states and sections, indicates that such practices are not concentrated in any single state or region, but are widely scattered over the nation. The distances traveled and the areas represented are evidence that the Survey is, in truth, in the sense of geographic representativeness, what its title indicates, a "national" survey.

It is out of the question to give in a single presentation any impression of the findings of all the projects included in the Survey, or of the 28 monographs totalling more than 4,000 pages which make up the full report. The procedure here is inevitably selective. Probably the best thing to do in the circumstances is to report briefly on the project of greatest immediate concern to registrars, the one eventuating in the monograph entitled *Articulation of High School and College*, and to undertake summary statements of a few other projects significant chiefly in indicating trends within the secondary schools themselves. Drawing on the projects having to do with the organization and operation of the schools for the registering officer of a higher institution is justified by the fact that he is at the point of contact of the lower and the higher schools. Of the workers in higher institutions he should be the person most interested in what the secondary school is trying to do or to become, so that he may aid in interpreting the trends to his colleagues whose contacts with the lower schools are much less frequent.

#### THE PROJECT ON ARTICULATION

To permit saying anything at all concerning the other projects, it will be necessary to make the statement on the project on articulation of high school and college rather

sketchy, but I am the more willing to make it so because many of those present know something about it from having contributed to the study or from having read the published report. Those in this audience who have made contact with the study will recall that Dr. P. Roy Brammell, who was in charge of the project, collected his information largely from two sources, namely, inquiry forms sent to all higher institutions on the lists of the Office of Education and visits to a number of institutions which he found through the inquiry forms or other sources to be doing the unusual in matters relating to articulation. The inquiry form used was so devised that it disclosed changes of practice in recent years, making it possible to ascertain trends. For the purposes of the investigation the practices concerned with articulation were divided into two main groups, (1) methods of admission, and (2) adjustment of students subsequent to admission. The statements here will follow that classification. These statements are based on an analysis of responses from more than 500 higher institutions classified by size of enrolment, region of location, and type of institution.

*Methods of admission.*—In general, the higher institutions included in this study are increasing the number of methods by which students may gain admission. Furthermore, to an increasing extent, institutions are judging applicants on the basis of a combination of criteria rather than on the information gained through a single criterion. They do not in general abandon old criteria of admission when new ones are adopted; rather, batteries of criteria are set up as opposed to criteria used singly. Few really innovating plans of admission were reported. The trend in general is to increase the number of ways by which students may gain admission, at the same time, in many cases, raising the requirements in single methods.

The number of units in five subject fields required for entrance by the institutions is affected more by the region in which the institutions are located than by either size or type of institution. Since 1924 there has been a tendency to in-

crease the number of units of English required for admission. The same tendency is discernible to a lesser degree in the field of the social studies. No trend since 1924 is discernible in the requirement in natural science. However, in mathematics and foreign language there has been a pronounced downward trend since 1924 in the number of units required for college entrance. There has been a more striking reduction in the foreign-language requirement than in the requirement for mathematics.

The number of institutions which, since 1924, have increased the number of commercial-industrial-vocational units that will be accepted for entrance is almost exactly the same as the number which have decreased it. Prior to 1924, four times as many institutions had increased the maximum number of units allowed for these subjects as had decreased it. It appears, therefore, that since that date the tendency to decrease the maximum has grown more rapidly than the tendency to increase it.

Approximately a third of the institutions included in this study indicated that, in recognition of the junior high school, appropriate adjustments are made in the number and nature of units which students may submit for entrance credit. The Middle West and West are clearly ahead in the extent to which such recognition is given.

*Adjustment of students subsequent to admission.*—Higher institutions are giving a great deal of attention to the problem of securing the favorable adjustment of new students to college life and work. Considerable care is taken to secure information regarding the students' scholastic, social, and economic background and other items of information, such as condition of health, character rating, and special interests. Large numbers of tests are administered, on the results of which class sectionings are made, educational and vocational guidance given, and the student is in general appraised. Not much progress has been made by the institutions in differentiating freshman instruction in certain subject fields to suit the previous training of students.

Chief among the devices used by the institutions to re-

duce freshman mortality are freshman week, educational guidance, and orientation courses. To an increasing extent the institutions are designating special officers who counsel and guide the freshman in all the phases of college life. Only a small number of institutions have made recent studies to determine causes of freshman failure.

*Hindrances to improved articulation, and plans for improvement.*—Respondents were asked to give their opinions as to hindrances to articulation of high school and college. All the outstanding hindrances to improved articulation listed have to do with the lack of effective guidance work in either the secondary schools or the colleges. When the plans in operation for the improvement of articulation are studied, the absence of plans for effective guidance programs is conspicuous. The plans for improvement most frequently reported require a minimum of *direct* cooperation between the secondary schools and the higher institutions. When the plans reported by the institutions to be unusually successful are considered, the prevalence of devices which penetrate directly to the pupils in the secondary schools and to those who have immediate supervision over them is notable.

*The confusion and the way out.*—In concluding this brief treatment of Dr. Brammell's report, I quote his closing comment.

"One leaves the detailed evidence of the study on which this summary is based with a sense of confusion engendered by the extreme diversity of the practices reported; there is an accompanying feeling that a few plans now in operation for the improvement of articulation are pointing in the right direction. The maze of admission criteria used at present by the higher institutions demonstrates the fact that either there are no admittedly superior standards of admission or the superiority of certain standards has been accepted on the basis of observation of isolated cases. The problem of articulation does not center and is not to be solved at the point of transition from the secondary school to college. It is more far-reaching than that. A great deal of the ex-

pensive research now being carried on to determine what entrance criteria are most effective or what subjects should be required might well be turned to the task of solving the articulation problem at its source. That is to say, the abilities, habits, characteristics, interests, health, etc., of pupils ought to be studied during their secondary-school careers, and on the basis of the determined relationships of these to subsequent scholastic success, pupils should be guided into or directed away from the higher institutions. This may seem to be a task for the secondary schools only; but equally as important as this is the task of increasing, through cooperative guidance work with the secondary schools and differentiated instruction in college, the chances of success in the higher institutions. In view of the fact that past practices in general have failed to allay confusion and have not established the fact of the superiority of certain practices over others, it seems proper to hope that fair trial will be given to a small number of cooperative programs which touch directly and intimately the present work and future plans of the secondary-school and college populations."

#### POPULARIZATION OF SECONDARY EDUCATION

Of the projects of the Survey, other than this one dealing with articulation of high school and college, those that may be thought of as more interesting to registrars are projects relating to the curriculum, to provisions for individual differences, and reorganization to establish the junior high school and the junior college. It will help to an understanding of changes in these aspects of the school to preface the summary by a word concerning the recent popularization of secondary education.

The report of the Survey utilizes certain evidence from the Statistical Division of the Office of Education showing that by 1930 the proportion of the population 14 to 18 years of age (the normal age for high school), represented by the total enrolment in public high schools of the country, had mounted to only a few per cent short of a half. With



enrolment in private schools and academies added, the proportion easily exceeded a half of all the population of high-school age. For many cities and states the proportion far surpassed the figure for the nation as a whole—extending in some instances beyond three-fourths to four-fifths. We cannot question that the last three years have seen an even greater influx, in part owing to the shrinkage of opportunities for employment. Figures for 1890—about 40 years ago—do not yield a proportion larger than four per cent. The present proportion never has been equalled at any other period or in any other country. Such a pouring in may be assumed to indicate that rapidly increasing proportions of children from what are termed the lower economic levels are being given the opportunities of education at the secondary level. Studies of the Survey in particular communities amply bear out this expectation.

It would be difficult to overestimate the significance of such an increase in the proportions of the population in attendance on our secondary schools. The increase is strictly in line with our democratic assumptions and the need of an informed electorate. At the same time, we have had put up to us a task of amazing proportions in working out adaptations of the training program and of other aspects of the school to the needs and interests of a widely diversified school population. Many of the innovations disclosed in other studies of the Survey may be understood to have been devised in the endeavors to solve this problem.

#### CHANGES IN THE CURRICULUM

Certain projects of the Survey have discovered widespread tendencies to change in the curriculum of the schools. Many schools and systems in recent years have instituted programs of curriculum revision, have made generous additions to the lists of courses offered, and have made significant shifts in the subjects required of all pupils. One study fostered by the Survey showed an increase in the number of courses offered in the *same group* of schools for two periods about twenty years apart of from 53 to 306. Some



of this increase may reflect differences in titles rather than in content, but the fact of rapid expansion cannot be doubted. The average number of courses offered in these schools doubled during the same period, increasing from about 24 courses to 48 courses.

The dominant shifts in subjects required of all pupils have been (1) away from foreign language and mathematics, the subjects favored by requirements for entrance to college, and (2) toward the social subjects and physical education. Other shifts in subjects required have been less notable.

Certain of the curriculum studies made did not rely on the tabulation of subjects offered or required, but ascertained the courses actually taken by pupils during high school careers at successive periods in the same high schools. The results of these analyses disclosed some of the most striking changes in the Survey—changes which should be reassuring to those who have been concerned over what they have assumed to be the static nature of the curriculum of the secondary school. For example, for one classical high school in the East the proportion of work taken in foreign language and mathematics declined from 95.6 per cent (of all work taken) in 1890 to 58.6 per cent in 1930. For a high school in the West the proportion in the same subjects declined over a similar period from 54.5 per cent to 32.7 per cent. While these changes were going on, other subjects came in to take the place of those losing ground: among the greatest increments were those for what may be termed non-academic subjects—the fine arts, practical arts, and physical education. In certain schools this large group of non-academic subjects by the close of the period had come to claim from a third to two-fifths of all the pupils' time in the classroom.

The subject specialists of the Survey staff made efforts to find changes within subjects and subject-groups in schools and systems throughout the country and discovered many evidences of modification. Most of these specialists found more tendency to change at the junior

high school than at the senior high school level, indicating that the junior high school is a vehicle of innovation—a fact emphasized in several other projects of the Survey.

#### PROVISIONS FOR INDIVIDUAL DIFFERENCES

One of the larger projects of the Survey has endeavored to ascertain the extent of, and to analyze the provisions for individual differences. We have already called attention to the widening diversity of ability and interests of pupils resulting from the influx into secondary school grades. This increased diversity gives to the study of these provisions an exceptional timeliness. Because of the recency of the influx, and, therefore, of the problem of adapting the school to the individual, the whole project may be thought of as largely concerned with innovation.

This project has discovered a great array of these provisions for individual differences, not yet as generally practiced as seems desirable, but indicative of a general recognition of the problem. Critical analysis by the specialist in charge reduced this wide array to what he called three "core elements of a typically successful program to provide for individual differences," namely, homogeneous grouping, special classes for the very bright or gifted and for the slow, and the unit assignment. The first of these, carried on in many schools, aims to group the pupils within a given grade according to ability rather than by the method of heterogeneous grouping formerly almost the universal practice. Special classes for the gifted or slow pupils may be thought of as a type of homogeneous grouping. The facts show that these classes are provided about nine times as often for slow pupils as for very bright pupils.

Procedures characterized by the unit assignment are among the most frequent provisions for individual differences. They are known by a wide variety of names, among the most frequent being the "Dalton plan," "Winnetka technique," "Morrison plan," "long-unit assignments," "differentiated assignments," "individualized instruction," "contract plan," "laboratory plan," "problem method,"

and "project method." A notable fact about the first three of these procedures is that the practices carried on in schools reporting to use them with unusual success deviate widely from the characteristics of the plans as described by their originators. A startling fact about the remaining seven in the list is that detailed analysis of the practices in schools reporting to use them with unusual success finds these practices to be essentially identical, no matter what name is applied. A significant implication here is that terminology is needlessly elaborate and complex and that the educational world will be better off if it discards a great deal of this jargon. This is no denial that the unit assignment is distinctly serviceable in providing for individual differences; the report of the Survey concludes that it is so. In thus both clarifying the thinking with respect to some procedure and showing the way to its utility the Survey renders a characteristic service.

#### THE REORGANIZATION MOVEMENT

Another major project of this Survey of secondary education inquired into the extent and significance of the movement to introduce what are called junior high schools or intermediate schools, which represent in effect a downward extension of secondary education to include the last two grades of the conventional elementary school. Beginning with its first examples scarcely more than two decades ago, reorganization of this type had been extended by 1930 to include 5,619 schools for white pupils. This number is approximately a fourth of all public secondary schools. Schools on the reorganized plan in that year enrolled more than 30 per cent of all pupils enrolled in schools in Grades 7, 8, and 9.

Analysis of the features of organization in a large number of schools reorganized and unreorganized features that make possible enhanced service to pupils enrolled—shows schools representative of junior high-school reorganization to be superior to schools conventionally organized. Within the whole group of reorganized schools are different patterns of reorganization, such as separate junior high schools

with two or three grades and six-year schools (including both junior and senior high school grades). Size for size, up to enrolments of about 1,600, the six-year school (undivided or on a three-three basis) has advantages over the separate three-year junior and senior high schools. The same project shows that size of enrolment is a more important factor of differences between schools than type of organization.

The public junior college, particularly that on local foundations, is in effect an upward extension of the secondary school. The first of these public units is only thirty years old. Notwithstanding the youth of this movement, the number of public junior colleges increased by 1930 to 175, enrolling almost 50,000 students. The number of private units exceeds that of public institutions and the enrolment in both public and private junior colleges is now not far from 100,000. The vitality of the junior-college movement seems to demand that this new unit be given a prominent place in our family of educational institutions.

#### THE SIGNIFICANCE OF THE SURVEY

In closing I should like to say a word concerning the possible significance of such a survey. In view of the fact that this Survey has given its attention chiefly to serious efforts at innovation, readers of the reports will see passed in review the vast array of practices which have been introduced in order to effect improvement in our secondary schools. The specialists in charge of the projects have also gone as far as they can, with such means of appraisal as are at hand, in indicating the practical utility of the innovations. To be sure, a full complement of means of appraisal is not yet available, but a great deal of evaluation is possible through analysis, interpretation, and comparison of the practices and from the many interrelationships of the evidence. Besides, those in charge of the schools and teachers like to have the records and descriptions of the innovations before them and to be permitted to exercise their own judgment with respect to which of them they will themselves adopt or adapt in the different local situations. The con-

tention is often made that progress in human affairs is just as dependent on variation as is biological evolution. In the report of the Survey, school workers have at hand the record of a great multitude of variations from conventional practices from which they may select those they deem best adapted to effect improvement in the institutions of which they have charge.

It seems entirely within the scope of generalizations from the Survey to point out that this type of stock-taking, of gathering together the records of, and interpreting recent changes in the schools, is peculiarly appropriate in this country. Unlike Europe with its national centralization of control of education, we have as many systems of schools and centers of control as we have states. Most of the states have allowed their local systems a great deal of freedom to initiate and to experiment. At the same time that we, as a nation, have decentralization of control in education, we aim to foster in all these states the same ideals. How essential it is then for those responsible for the schools in one state to have made known to them the nature and direction of progress in the schools of other states! This is the service of the National Survey of Secondary Education. By examining its reports those at work in any community or state in schools at the secondary level will be able to note the progress and trends at that level in all states and sections and will in consequence be able to give more comprehensive and systematic consideration to the next steps to be taken in improving their own practices.

While going over the modifications in school practice and organization represented in the wide variety of projects of the Survey one naturally speculates over the forces that have brought them about. Two of these forces I believe I have already foreshadowed. The first is the greatly increased popularization of education at the secondary level. We cannot doubt that many of the changes that have been introduced have been aimed at adapting the school to its increasingly diverse enrolment. The second is the new conceptions of education, these reflecting our changing concep-

tions of values in human living. This statement is so old that it is exceedingly trite, but it is none the less true. We have been striving in the modern secondary school to discard preparation for college as a goal and to put in its place an educational program that looks toward complete living—living while in school and after school days are over. Forces like the two named have been working together to bring far-reaching changes in the curriculum, the reorganization that involves the introduction of junior high schools and junior colleges, the wide variety of provisions for individual differences, and a number of other developments disclosed by the Survey which there is not time to consider this morning: the programs of guidance, the library with its dual function of enriching courses and providing for wide use of leisure, and the programs of physical education and athletics—to mention a few others only of the full list.

I can hardly refrain from saying a word in conclusion concerning the possible bearing of the findings of the Survey on the steps taken toward retrenchment in the schools during the present economic recession. It is a frequent experience that during such periods of distress those features of the school that have been added last are among the first to go when resources decline. In such times these novel features are dubbed "fads and frills," when in fact they are often more necessary than the features not assailed which are retained, because of the hold of tradition, long after they have outlived their usefulness. We should look carefully into the proposals to eliminate these latest developments in the schools. The report of the National Survey of Secondary Education appears in time to be of aid in determining what sacrifices should be made.



## APTITUDE TESTING IN PERSONNEL PROCEDURE

A. B. CRAWFORD

Student personnel activity as a whole, whether conducted by registrar, dean, counselor, admissions or placement officer, has, I take it, the common aim of regarding each student as an individual and of trying to help him get the most out of his college experience and himself. As such it should be regarded not as a separate medium of personal development, but as part of a cooperative effort which, to be effective, must be closely integrated and coextensive with the continuous process of education itself. Its various specialized staff functions exist, in other words, not for their own ends, but to serve the inclusive purposes of education. A paper necessarily limited to a few phases only of personnel work naturally cannot attempt to trace connections with the rest of the field or their bearing upon even broader questions. Yet in considering, however inadequately, any one such topic it is well to bear in mind that what, after all, justifies and gives meaning to any particular technique or function is its relationship to the whole problem. Neither any single aspect thereof, nor personnel efforts *in toto*, can properly stand alone or claim independent objectives.

For that reason, if the methods used by any college for some specific purpose are to play an ultimately effective part in furthering the larger educational aims of that institution, they must fit in with those aims in general. This may seem self-evident, yet many arguments regarding the merits of this or that curriculum or guidance program lose sight of the fact that procedures appropriate for one institution may be quite out of place in another. Our colleges and universities differ far more than we sometimes realize in respect to the make-up of their student bodies, the objectives, standards, and methods of instruction, their physical and financial resources, and the respective



obligations they are called upon to discharge. Consequently, for many of our common problems we cannot expect to find a sure and all-inclusive answer. Personnel procedure need not always seek the one best way.

In discussing certain experiments in the selection and guidance of Yale undergraduates I, therefore, hasten to admit the limited nature of my own experience and data, as well as the possible insularity of my resulting interpretations and points of view. Just because we favor certain measures and methods, validated upon our own student body, does not mean that we regard these as equally appropriate elsewhere. For example, it seems to me a fallacy (and unfortunately rather a common one) to assume that even the most carefully developed tests possess uniform, absolute validity, inherent therein under all conditions, irrespective of the group tested. Therefore, the first point I should like to emphasize is that such procedures, even though successful on one campus, should not be uncritically applied on another without application, as well, of the proverbial grains of salt—and plenty of them.

For six years our office has been trying out various means of judging how well our candidates for admission are likely to succeed in their academic work at Yale. Naturally, other factors than those measured in the class room or examination are important in the composition of a student body. Integrity, special interests, ambition, determination, purpose, the ability to get along with other people—in short, all those things which enter into character or personality—all play their part in the process of selection. Judgment and common sense must duly weigh the subjective factors which cannot be dealt with by formula. But, for these very reasons, it becomes all the more important for us to consider how to make our objective, academic data as useful and dependable as we can. Moreover, scholastic criteria in the long run furnish the safest guide to admission and, therefore, probably remain the most important for any institution primarily interested in the effectiveness of its educational efforts.

Three different measures of academic promise, singly or in combination, are being widely used for this purpose today—the school record, one form or another of entrance examination (whether of the essay or of the objective type) and so-called “intelligence” or “scholastic aptitude” tests. Each serves a valuable purpose, more or less independently of the others. All three represent attempts to test the same essential quality, but they proceed by different means.

I shall not take time to comment further on our analyses of these measures, or the methods, for example, by which we adjust data for different school groups in the light of previous experience in order to measure the records of students from hundreds of schools all over the country so far as possible on a comparable basis. Suffice it to say that we find, as do most other institutions, that a student's relative rank in class throughout the preparatory period is the most reliable of these three single measures.

Previous reports of our studies have indicated that the College Board entrance examinations, as measured by comparing students' grades thereon with subsequent performance in college, fall far short of predicting either average Freshman standing, or competence in specific subjects, satisfactorily. That is, the correlations between College Board and Freshman averages in general, or between marks in a particular entrance examination and Freshman grades in the same subject, are surprisingly low. This is especially true of the latter type of comparison. Yet I believe that the College Entrance examinations still perform a distinctly valuable service, at least to such institutions as ours, both in holding schools up to uniformly high standards of preparation and in enabling us to evaluate the output of various schools, *judged as a whole*, by reasonably comparable standards. Unfortunately, and perhaps inevitably, the measurement of specific individual competence by the same process is another matter. In respect either to admission or to effective educational placement of any given student, reliance solely upon the examination results seems, in the light of our several years' study of this question, quite unwarranted.

The third factor mentioned earlier, which we regularly use in studying a candidate's entrance records, is the Scholastic Aptitude Test. Though, like other so-called "intelligence tests," it, too, can be regarded as a sort of qualifying examination, it looks *forward* toward a student's educational potentiality rather than backward toward more traditional measures of past achievement. While the aptitude it measures is itself to a considerable degree a product of formal education, this method of probing for intellectual capacity may often reveal what other methods, through the process of averaging academic grades, only obscure.

The Scholastic Aptitude Test, developed by a committee of which Professor Carl Brigham, Associate Secretary of the College Entrance Examination Board, is Chairman, has two sections—one verbal, with special significance for such academic subjects as English and history; the other mathematical. We have found that the verbal section predicts individual Freshman grades in English and history, and the mathematical section Freshman grades in mathematics and science, in each instance, about twice as well as do the specific entrance examinations in those subjects.

More valuable than any of these measures—school grades, entrance examination, or the Scholastic Aptitude Test—alone, is an index which is a compound, in due proportion, of all three. Some device of this nature has been used at various institutions—first, I believe, at Minnesota and Princeton—and given various names, such as Academic Index, Bogie, and Predicted Grade or General Prediction. Technically, it is the statistically best weighted combination obtained by the method of multiple correlation. Otherwise, it may be described as the summary of several different kinds of scholastic evidence.

Our General Prediction now correlates, for the whole class, a little better than .70 with Freshman Year averages. As those familiar with correlation coefficients in academic work know, this is reasonably high. It compares for our students with correlations of .57 for school grades alone and of about .45 each for S.A.T. scores and weighted average

on the College Board examinations. Yet, though the latter thus are seen to yield lower correlations in respect to our students than do the adjusted school grades or the General Prediction, both the latter measures are themselves probably dependent to a large degree for their higher validity upon the stabilizing effect of the College Board situation as a whole.

This Prediction, in the majority of cases, is accurate within a range of 3 or 4 points on a scale of 100—i.e., the chances are that a student whose predicted grade is 78 will not fall below 75 or rise above 81 or 82. About sixty per cent of this year's Freshmen at mid-year conformed to last summer's predictions within that range, and nearly 70 per cent within a range of five points—equivalent to one step on the marking scale, since our individual subject grades are reported on five-point intervals. However, no such measure should be regarded as better than an odds-on bet. The odds are more favorable for a prediction so determined than they are for any other single measure thus far devised. If you gamble on it, you will win more often than you will on any other system—but it still remains a betting system and every so often it will, for one reason or another, go haywire. It should, therefore, be used with common sense and discretion—just as any other test score or grade always should be—and particularly so when the different components entering into the prediction appear markedly at variance with each other.

In view of all the trouble we take in carefully adjusting and weighting school grades, College Board results, and Aptitude Test scores, why is our resulting Prediction still more or less inaccurate for a third of the class? One reason is, of course, that individuals do, for various reasons, actually change in attitude and performance, particularly as they progress from school to college courses. Some have developed more rapidly before entrance than others have. Not all have had equal advantages in preparation for college work. Still others fail to adjust themselves adequately to the new and freer environment of a university.

Then, too, our admissions procedure, on the whole, results in such a highly selected and homogeneous group that prediction of relative accomplishment within that group becomes correspondingly difficult. For example, trial at an Eastern University of two widely used tests of general intelligence (Otis and American Council) indicates that over 90 per cent of the Freshmen there ranked in the upper half of all college students, as measured by the published norms for these tests. That means a reduction of nearly half, in the range of ability thus measured, between our admitted group and those of many other colleges on the accredited list. That is one reason why, despite attempts to refine predictive procedures as far as possible, wholly satisfactory correlations with subsequent performance are not obtainable.

Another and still more technical cause for shortcomings in this respect is frequently overlooked. According to published data, the reliability of our own grades is no lower than it is at other institutions, yet it still leaves much to be desired. The raw or uncorrected coefficients of correlation between Freshman marks and those of the Sophomore year vary, for our three undergraduate schools, from .75 to .82. Our correlation between predictions and first year grades, now over .70, is really not much inferior to that between first and second year grades. If, despite the other causes of variation just mentioned, we can predict before entrance the Freshman averages of students we have not yet seen, almost as well as the latter will forecast their Sophomore standing, we are doing about all that can be expected under the circumstances. In other words, scholastic prediction, by tests, examinations, combinations, or other devices cannot be improved much further until our college marking systems themselves become more reliable.

Scholastic prediction derived from a combination of several measures is, therefore, everything considered, a pretty good measure. One of its most useful attributes is the power of identifying really superior intellectual ability. A student may look better than he really is by any one index alone, but a high General Prediction is probably

valid because it can only arise from consistent excellence on *all* counts. To be sure, extra-curricular interests, week-end parties, and other pleasant diversions frequently result in the repudiation of such promise. Still a college ought to know when this is the case. If a man who *might* stand in the upper tenth of his class and, with little or no effort, is coasting along in the middle, it is a pedagogical crime to regard his performance as satisfactory just because he's not in trouble. Nothing will make every such student work to capacity; but at least you can make him realize, if he doesn't, that he is not getting away with mental murder wholly unsuspected. Indulgent toleration of continued loafing in any form, with no check-up thereon, is nothing less than a travesty on education.

Although such a measure as the General Prediction indicates which students possess distinctly superior capacity, it does not reveal the particular fields in which their talents severally lie. Nor for that matter is unusual ability, at least in some one subject, by any means limited to those of exceptional *all-around* ability. Taking academic grades as an illustration, one student may obtain marks of around 75 each in English, history, science, and mathematics. Another may barely pass, or even fail, in the first two but do 90 work in the others. Both will have a general average of 75—yet for guidance purposes they present very different characteristics. With predictions, likewise, we should be on the lookout for promise not only among those of highest *general* standing but also among others who may have some distinct aptitude, even though this is not apparent until their average standing is analyzed. The latter, in such cases, may be pulled down by weakness in certain fields which have obscured unusual capacity in others, and which neither the students nor their teachers have fully realized.

The counsel of parents or teachers, both of whom more often than not want everyone else to follow the paths which have proved most interesting to themselves; the effect of school and college curricula which, through tradition or in-



flexibility, emphasize certain subjects to the neglect of others; various accidental or essentially irrelevant influences—all these factors too often obscure students' appreciation of some outstanding capacities which they, all unsuspecting, may have. It is, I feel, a major responsibility of the college to search for such possibilities and to encourage their fruition.

How can this be done? Educational procedure in this respect, until recently, has been relatively laggard. Emphasis in selection, indeed, has been negative rather than positive. A first effect of the post-war increase in our university enrolments was to raise the bars against those ill-prepared or unfit for college studies. Not nearly so much attention was then paid to the guidance of those admitted as to limitations, in one form or another, of their numbers. Selective admission really started out as selective rejection.

Of late, marked interest in the more effective direction of individual capacity and effort has been manifested by the increased use of placement examinations and test of educational aptitude. Selective placement of entering students in the light of objective evidence is now a recognized essential of thorough-going educational guidance. The usual all-around test of intelligence, though looking distinctly towards the future, is not sufficiently diagnostic to facilitate differential guidance. For example, by breaking down the separate parts of The American Council's Psychological Examination and analyzing their respective significance for certain fields of study, we raised the correlation of scores on this test with strictly academic subjects from .39 to .51 by using only two of its five sections. Since the individual validity of such measures roughly varies as the squares of their correlation coefficients, effectiveness for guidance purposes in this particular situation appears to be nearly doubled by utilization only of those parts of the whole test which show the greatest predictive value for work in liberal arts.

Achievement tests, on the other hand, though more differential than general intelligence tests, chiefly measure *past* accomplishments. What we need especially are tests which



are *both* forward-looking and specifically diagnostic. That is what Brigham has already developed in the verbal and mathematical sections of the Scholastic Aptitude Test; and what various other investigators are working towards in respect to different branches of advanced study.

Objective measures of any sort are frequently assailed as unduly factual in nature—as not affording sufficient scope for thoughtful organization of facts, their bearing upon each other, and their intelligent application to general questions. There is some ground for these criticisms. As teachers like to point out, one cannot think in a vacuum—one must have facts to work with. But it is the use one makes of them, rather than command of the isolated facts themselves, which denotes intelligent and educated thinking. Cultivation of the latter, after all, should be the chief aim of higher education.

It is the purpose of educational aptitude tests to measure the individual's capacity for learning in this very vital sense, and particularly to discover the subjects of study in which an individual is likely to develop this capacity most effectively. In addition to finding out what students have already *acquired*, further inquiry as to how they may effectively *apply* such knowledge in new ways, and towards more advanced studies, is also necessary.

School work is largely concerned with laying a foundation, with providing the tools of higher education. The imagination, judgment, and interpretation which will guide the use of those tools in carving out the higher education itself; the cultivation of that thoughtful approach to ever-new problems which is the mark of a first-rate mind—these abilities should particularly be developed by the increased scope and added maturity of college experience. Testing adaptability to these new and enlarged educational opportunities, and the power for intellectual growth, is a particular function of those tests of specific educational aptitude—that is, not just of academic intelligence in a *general* sense, nor yet of past achievement alone in a particular sense; but of *differential aptitude* for this or that special field of future

endeavor. Such tests are intended to be direction finders by which an individual who does have markedly greater promise for a particular field of study—say science, or mathematics, or engineering, or literature—than for others, may take his bearings and set his course.

A boy in our present Freshman Class had planned to enter Harvard but flunked his comprehensive English examination badly. That, to Harvard, seems to be a fatal, unforgivable fault. His score on the verbal section of the Scholastic Aptitude Test confirmed his weakness in the English field. He ranked on this within the lowest two per cent of the thousands taking College Boards. But his score on the mathematical section ranked him in the upper five per cent of the same group.

On the relatively few mathematical and scientific subjects which the traditional school curriculum includes, he made grades over 90. Refused by Harvard, he decided to make the best of a bad job and apply to Yale, with the intention of electing work in the Scientific School. Our Board of Admissions, taking into account his marked promise for such a program, waived his English failure and the Dean of Freshmen assigned him to one of our best English instructors, with a note of comment on the case, and a prayer. Special attention and effort are enabling him thus far barely to get by in his English (for, even with us, scientists are supposed to be reasonably literate); but in his professional studies—mathematical and scientific—he had three A's at mid-year. I think that's one time this year we put something over on Harvard.

Although such cases are exceptional, they are less rare than one might suppose. About six per cent of our present Freshman Class show differences almost as significant—that is, their individual scores on the verbal and mathematical aptitude tests vary by two standard deviations or more. Nearly 70 per cent of an entire class are grouped within a corresponding range of plus or minus one standard deviation from the mean. Roughly, therefore, this means that the differential aptitudes of fifty Freshmen, in respect

to their promise for literary versus scientific studies, show a spread in one direction or the other equivalent to almost 70 per cent variation in their respective percentile ranking on these two measures. In addition, 60 more scored at least two standard deviations above the mean in one or the other of these tests, or in General Predictions—that is, according to at least one criterion they ranked exceedingly high either in all-around, or in some specific, promise. Thus 110 out of a class of 830—nearly one man out of every seven—evidenced, at entrance, aptitudes distinctly meriting special consideration.

In an effort to improve the facilities for effective educational guidance of these individuals, and others with less striking but still important differences in potential ability, our office at Yale for the last five years has conducted investigations in this field. This has been done through the medium of an experimental group of Yale Freshmen, from 130 to 150 in number each year, carefully chosen to be representative of the entire class in respect to background, preparation, academic intelligence as measured by the Scholastic Aptitude Test, and our General Prediction of expected classroom performance.

By this means we have tried out some 30 tests, and revisions thereof, in relation to later performance in different branches of study. Besides those intended to measure certain educational aptitudes, we have experimented with widely used intelligence tests, with the General Culture Examination of the Cooperative Test Service, with such personality inventories as Thurstone's and Bernreuter's, and with Strong's very useful Vocational Interest Blank. In this paper I can touch only briefly upon some aspects of the aptitude test investigations. I trust it is clear that by this term "educational aptitude" we mean relative promise for some particular branch of learning, irrespective of the amount of exposure to that field which a student may already have had.

The respective aptitudes, in education as in the vocations, to a considerable degree cut across the usual cate-

gories because they are broader in nature than can be represented by the labels ordinarily classifying divisions either of the curriculum or of occupations. Thus, besides English itself, certain subjects (for example history or sociology) so largely involve the intelligent use of English that, from an aptitude angle, the common factor of verbal facility is seemingly more important than are the differences in content of their respective courses. Thinking through the medium of verbal symbols is a characteristic of most typically academic or liberal arts subjects. On the other hand, the mathematician deals in symbols of quite different nature. A single formula may compress into one line what several pages could not so clearly convey to him in words. A sigma, or an integral sign, or many another notation, is a sort of shorthand character by which the scientist or mathematician can express or understand the whole of some complicated, abstract relationship. He uses a language of his own and people seem to differ in their facility to acquire that language—just as they have long been observed to differ in ability to pick up a foreign tongue. Like the people in Webster's cartoons, we just don't all speak the same language.

What the nature of such aptitudes is, whether they are innate or acquired, I do not believe anybody knows. But by the time some students reach college age, these differences have developed in them to a significant degree. We must realize that the mental process often works more effectively with certain kinds of material, or uses certain symbols with greater facility, than applies, even for the same mind, to others.

One of these special aptitudes of particular importance is that for visualizing in three dimensions—a sort of spatial intelligence. This capacity seems, like musical or literary talent, to develop early and naturally, or else not so well and only with great difficulty. I speak with some feeling because for several years we have been devising tests for this spatial sense which leave me a jittering maniac. I can make them up but I can't do them myself for sour apples.

This spatial sense is essential to the architect, and to the engineer. It offers one example of relatively close correspondence between educational and vocational aptitude, because the training for those fields is more professionally specialized, almost from the beginning of college, than is the case for most others. The studies of Professors C. R. Mann at the Missouri School of Mines and Metallurgy, C. J. McCauley at the University of Arizona, and John W. Cox, of University College, London, represent exceedingly valuable contributions to this problem.

Successful engineers and many other scientists usually combine with spatial sense an aptitude for mathematics. The traditional school curriculum is less likely to discover or develop promise of that nature, than capacity for so-called academic or liberal studies. This is because the preparatory course is naturally concerned with general subjects, most of which are essentially verbal in nature. Our investigations indicate that students not infrequently have an aptitude and interest for engineering which, before entrance as Freshmen, they had not much chance to discover.

Therefore, using a combination of school records and appropriate sections of the Scholastic Aptitude Test, we now calculate not only the General Prediction used by the Board of Admissions in selecting candidates for entrance, but two differential predictions, one for academic and the other for scientific promise. This year, the former correlated .65 with Freshman grades in English and history (our academic criterion) and the latter .64 with grades in mathematics and science. Carrying this project further, we obtained, from a combination of measures, a multiple correlation of nearly .70 with Freshman science, mechanical drawing, and mathematics, the most important prerequisites for advanced training in the engineering field. The battery yielding this result consists of McCauley's and Mann's Spatial and Brigham's Mathematical Aptitude Tests. Thus, by extending the method of combining several measures from general to specialized prediction, we can differentiate a student's respective aptitude for one or the other of these

broad divisions of upper class study with reasonable success—almost as well, that is, before entrance by this means, as we can later on from his Freshman grades.

Our work thus far has chiefly been experimental, and actual use of tests for guidance purposes has awaited further analysis of their suitability to our situation. Compared with the correlations which school and entrance examination grades alone yield with the same criteria, however, these aptitude tests give much the more satisfactory results. For example, College Board grades, on the average, correlate about .30 with Freshman work in corresponding subjects of study, as against .65 for the best aptitude test batteries. The latter, while still leaving much to be desired so far as individual reliability is concerned, therefore, appear to be three or four times more effective for this particular purpose than the time-honored entrance examinations.

So far, the undergraduate fields for which such special aptitudes or educational talents have been identified seem to be, (1) academic, literary, or other largely verbal subjects, (2) pure science, (3) mathematics, (4) subjects involving spatial (three dimensional) problems, (5) engineering (a combination largely of the two foregoing), and (6) foreign languages. Analagous tests for still other fields are also being developed—notably, on a higher level, in the measurement of aptitudes for law and medicine. We have been working for several years on a test of this nature now used by our own Law School; while allied investigations in respect to legal promise have been made at Columbia, Wisconsin, Minnesota, and elsewhere. The Moss Medical Aptitude Test, officially adopted in 1930 by the Association of American Medical Colleges, is now in general use as part of the machinery for admission to the study of that profession. Schools, too, are increasingly interesting themselves in differential prediction of future accomplishment, several of them at present working directly with us upon new tests, at the preparatory level, of aptitudes respectively for the study of pure science and of modern languages. The further back into individuals' educational experience we can suc-



ceed in driving these measures, the more valuable, for guidance purposes, they should become.

In this respect it is my hunch that proper educational guidance is more important and more meaningful, so far as cultivation of the individual's highest powers are concerned, than is vocational guidance. Not all people have abilities more markedly educable in one direction than in another—in fact most do not. But for those who do, even if it is only in one field, that fact itself is of primary significance. For the others, guidance on the basis of their interests, motives, and opportunities, of course, should not be neglected; but, by definition, they are not the ones for whom the choice of this or that field may make as much *difference*, either for them or for the world, as may the choice of students with more marked ability of at least some particular nature. The most important decisions affecting a career, for example, are not made in senior year on the basis of whether an able man should enter advertising, banking, law, or the steel business. He can probably succeed in any of these or many other callings of equal importance. The significant decision affecting his future occurred in the choice of his general field of study. If someone with a real flair for chemistry or historical scholarship or engineering or languages or medicine or art goes so far in his college course without discovering such a talent that he is deflected from developing it or handicapped therein, then he and society alike are the losers.

Encouragement of specialization, whether in college or in later professional work, is naturally more appropriate with the student displaying at least some distinct educational aptitude than for the one who may be a good, steady, all-around man, without, however, any real scholarly talent. Educability of a special sort is certainly dependent upon intellectual promise. Intelligent guidance, it seems to me, becomes proportionately more important as we deal with progressively more able persons. The scholar does not always prove the most useful being in the large sense, the best citizen, or the one who achieves the best-rounded and most worthwhile total development. Yet the direction of a



more average individual's studies and career into this or that particular channel is probably a less significant problem—just because he *is* a sort of normal all-around person, and not one with marked aptitude for a particular field—than is the guidance of one with really superior capacities. It is a curiosity of our educational procedure that not infrequently our institutions of higher learning devote more effort to retaining in the traditional college situation people who perhaps do not belong there in the first place, than to encouraging the most intelligent development of their best material. This remark does not connote lack of sympathy for the academically weaker group, but simply the feeling that they should be handled in a different way than is appropriate for the abler students, and particularly that the superior promise of the latter should not be sacrificed, or their educational opportunities diluted, in the interest of their inferiors.

These considerations, and recent progress in the study of aptitudes, all serve to illustrate the tie-up mentioned earlier between specialized psychological procedures like testing, the use of resulting data in the personnel function of counselling, and the bearing of both upon education as a whole. Measurement, guidance, teaching, curriculum planning, vocational placement—none of these can any more keep growing by themselves alone, than can the vitals cut out of a living organism. Further attacks along the lines I have so roughly sketched, if worth pushing at all, need coordinated efforts along the whole front. Thus far the development of testing and guidance techniques has outstripped that of measuring actual scholastic achievement in college. In other words, our aptitude, intelligence, and other predictive measures have been carried further, and made more scientific and actually more stable *per se*, than are the marking systems towards which they are pointing. What we need in this general cause more than anything else at the moment is increased reliability of college grades. Efforts of the Cooperative Test Service and of the American Council on Education's Committees on Testing and on Personnel

Methods; The Carnegie Corporation Pennsylvania Survey; furtherance by the Educational Records Bureau of standardized achievement tests and cumulative records of academic progress—all these emphasize a growing and insistent demand for advance in this direction, and suggest means for its attainment.

So long as pseudo-accurate marks continue to be naively entered and trustfully dealt with by those responsible for assigning and recording them, there is not much chance for further progress in aptitude testing, either general or specific. Presumably some such formal measures of classroom accomplishment—some means of ranking students relatively to each other—are still regarded as administrative and pedagogical necessities. But if they are precise only in appearance and not in fact, their value is specious and slight. Consequently those responsible for the administration of marks and interested in dependable prediction of scholastic success in these terms, must strive to make them more meaningful and valid than they usually are today. I suggest, therefore, that the next step in this game of measurement is up to the registrars and deans. They occupy a post of the greatest strategic importance in this fight. Let them give the testers and forecasters something to shoot at that isn't itself doing a continual shimmy!

## THE PROGRESSIVE MOVEMENT IN SECONDARY EDUCATION

H. B. ALBERTY

The word, *progressive*, as used in current discussions of education, is quite likely to be misunderstood, both by professional educators and by those whose connection with educational affairs is somewhat casual. Most principals of high schools would be insulted if they were to be told that their high schools were not progressive. They would point to their enriched curricula, their many courses of study, their varied intramural athletic activities, and to the fact that less emphasis is being placed upon a study of the classics, and more upon science and the social studies, as evidence of their progressive programs. Yet their schools may be quite lacking in the spirit and techniques which are revolutionizing modern education. In like manner, parents whose children are enrolled in a school such as was described above are quick to voice the opinion that "Johnny's teachers and principal are *very* progressive."

However, it is in a more technical and specialized sense that the term is used in this discussion. We shall need to clarify its meaning in the general field of education before we can discuss the movement as it is developing in the secondary schools.

The little red schoolhouse, or for that matter its larger and more pretentious offspring, the centralized or consolidated school, was subject-matter centered. "Culture" was acquired by means of the painful process of learning long quotations from Shakespeare, working out intricate and often impractical problems in mathematics, and wrestling with the Latin prose of Julius Caesar. Just how culture, that elusive quest of many generations of men, was supposed to develop from such exercises, was comparatively simple. The mind was supposed to be made up of an indefinite number of non-physical, non-spatial entities known

as faculties, such as reasoning, memory, observation, judgment, and the like. These faculties were developed through rigorous exercise in the same manner as a prize-fighter trains his muscles. The more difficult and distasteful the exercise, the more truly and permanently educative was the result. While faculty psychology has long been dead, its ghost, formal discipline, still walks in many, many halls of learning. What we are chiefly concerned about in this discussion is to make clear the point that the aim of the school was primarily to import culture through subject-matter. The schoolrooms, with their unattractive, fixed seats and desks, their undecorated walls and uncurtained windows were quite in keeping with this disciplinary aim. Many school-houses were built with the windows placed so high that the pupils could not see out, in order to avoid the distracting influence of the great, busy world outside. In fact, the school prided itself upon its isolation from life and the pupils were quick to sense the fact that, when they crossed the threshold of the schoolhouse door in the morning, they were entering a different world which had little of the vitality and reality of the world from which they had come. A case in point is that of a boy whose teacher asked him, "How many oranges at five cents each can you buy for twenty-five cents?" After serious calculation he answered, "One hundred and twenty-five." The teacher gave him the money and said, "Here is twenty-five cents. Go across the street and buy me one hundred twenty-five oranges." Without a moment's hesitation, the boy said, "I can't do that. They would only give me five oranges." The teacher then asked him why he had given his first answer, and he replied, "Oh, that was just a school example." In a word, we may say that the traditional school was not concerned with the intricate problem of child growth, but was quite satisfied to center its emphasis upon drill and memorization of facts recorded in the textbooks. Let us now turn to the progressive school.

The past half century has witnessed profound changes in our economic, social, and moral life, and along with these changes has come a reinterpretation of democracy, which

emphasizes, not mere conformity of the individual to a fixed pattern of conduct, but which insists that the fullest possible development of the individual consonant with social welfare, must be the goal. This movement has also been augmented by the growth of modern psychological theory which interprets the child as an active, dynamic organism capable of an almost limitless number of responses, rather than as a passive organism which is at the mercy of a fixed environment in terms of unchangeable patterns of living.

Educationally speaking, this new movement emphasizes the child as the center of the educative process, and holds that education is *not* the imparting of subject matter, but the reconstruction of experience. Subject-matter, instead of being an *end* in itself, is merely a *means* to an end—the continuous growth of the individual in terms of his own capacities and interests in an environment which is genuinely social in character.

This new approach which has become known as the Progressive Movement had its practical beginnings in a little school started in Chicago by John and Mary Dewey in 1896. It was a thoroughly different institution in that it contained no conventional school furniture and its curriculum made no mention of school subjects as such. Reading, writing, and arithmetic grew out of children's life activities, out of living and learning. Memorization of logically organized textbook material had no place in Dewey's school. Many educators visited this little school but went away with the firm resolution that no such radicalism should ever be permitted to enter *their* school systems. In spite of this early opposition, the movement has grown until we now have a large and well organized group of educators and schools that are organizing their programs along progressive lines.

This new view of education which emphasizes child creativeness (purposeful activities which grow out of the immediate interests and activities of the child, freedom, physical as well as intellectual, by means of which the child grows in social responsibility through an environment in

which it is fairly easy to see the full implications of his acts in relation to those of his fellows) has had significant bearings upon educational aim, the curriculum, and method.

The aim, in striking contrast with education as a preparation for future life, becomes,<sup>1</sup> "to have them (the children) live more richly and successfully right now in the belief that this will mean most to them and to others both now and hereafter." Meriam<sup>2</sup> emphasizes this same point when he assures us that "efficiency now is the best preparation for efficiency later . . . The best way to prepare boys and girls of elementary school age for the next grade is *not to stress preparation* but to enable them to be highly efficient in the wholesome activities in which they may be engaged, provided, of course, that such activities are normal in their stage of development." While these views were expressed a number of years ago, they still indicate the essential procedure for dealing with the child. While it is true that our present social and economic situation has led progressive educators to emphasize more strongly the social or cooperative aspects of the child's experience, it would probably not be unfair to say that the approach is not fundamentally different.

An excellent illustration of this integrated type of activity is afforded by a recent article<sup>3</sup> concerning the activities of children in the Ohio State University School.

The children who are now in the fourth grade began their first grade experience with a trip to a farm to find out where the milk for their mid-morning lunch came from. This initiated an interesting continuity of experiences. The children bought milk, raised cream, made butter and cheese, weighed both, and shared them with other classes; recorded their experiences in stories and pictures; shared these at a school assembly; entertained the second grade with an original play about milk; repeated it for their parents; charged admission; used the money to buy a pair of canaries and a cage for

<sup>1</sup> Kilpatrick, W. H. *Foundations of Method*, p. 367.

<sup>2</sup> Meriam, J. L. *Child Life and the Curriculum*, p. 158.

<sup>3</sup> Zirbes, Laura and LaBrant, Lou. "Social Studies in a New School," *Progressive Education*, XI (January-February, 1934), pp. 88-94.

them; took full responsibility for the care of the birds through the mating season; composed a narrative book of several chapters about the doings of their 'fliers'; read their own book and a number of others before the year was out. At the beginning of the next school year they gave a bird to the new first grade, which by the way had acquired a rabbit on its first trip and announced the intention of acquiring other pets. This launched a study of pets, which developed into a broader study of animals and what they do for us. This study resulted in the production of a shadow play, a frieze, numerous pet pens, and two books, one of which was a narrative account of the pets, while the other was organized into informative chapters, each of which took up some specific way in which animals serve man's needs. The latter book was also illustrated with original linoleum blocks. Among other things, these children read their own books and numerous other animal stories. Before the end of the school year, they also investigated machines that do what animals used to do for man. The year's experiences included a series of pertinent trips.

This is a fair sample of the type of activities undertaken by the children. In the upper grades, the activities took on more complex relationships because of the increased maturity and widening range of interests of the children. For example, we are told that "the children themselves sensed the desirability of rounding out their experiences and of avoiding one-sided development. One group investigated the real wealth or natural resources of the world, with particular reference to our own country. Another made a more intensive study of sources of light, heat, and power. One group compared life in certain countries of medieval Europe with life there today. Another group is making an intensive comparison of ancient Greek mythology and modern and scientific explanations of the same natural phenomena. Still another group is making a comprehensive study of the history of records from prehistoric times to the present."

Such activities as those suggested above are typical of what many of the progressive elementary schools are doing. Such practices have even found their way into our more progressive public schools, and if one might be permitted to engage in making a prediction, it is fairly certain that



the next decade will mark a rapid spread of this new technique for dealing with children, not only in elementary schools, but in high schools as well.

Our present concern is with the secondary school and to examine in some detail the manner in which this movement, which is revolutionizing elementary school practice, is being developed in the secondary schools.

High schools have not been as free to experiment with progressive methods as have the elementary schools, for a number of reasons. In the first place, colleges have not been greatly concerned over what is taught in the grades. They have been willing to leave this problem to the local school authorities. On the other hand, they have been and are greatly concerned over what is taught in the high schools and through their published entrance requirements, entrance board examinations; and their systems of accrediting have wielded a very strong influence over curricula and programs of study. While the past decade has witnessed a rather significant tendency to be more liberal in accepting credits and in conducting examinations which do not acquire specific bodies of knowledge, school men are still loath to depart very far from the traditional program.

Another factor which has contributed to the maintenance of the status quo on the secondary level is the almost complete acceptance of the theory that the learning of systematized bodies of knowledge such as science, mathematics, history, literature, and the like, is absolutely indispensable to the development of a cultured individual. To advance knowledge in a field or even to solve problems in it, the individual must have control over that field in the form of logically organized concepts. Hence, since the child has passed into the stage of adolescence and has extended his range of interests, we may assume that he is capable of pursuing learning for its own sake, quite out of relation to his more immediate environment. Needless to say, this theory fits in perfectly with the demand of the colleges for subject-matter mastery.

Still another factor and probably the most significant

one is that we are quite lacking in a knowledge of how to integrate the complex fields of human activity upon the high school and college levels. It is one thing to utilize a study of "pets" to teach reading, writing, and other fundamentals. It is quite another, to deal in such a realistic manner with complicated concepts in mathematics, science or even of social life. Here and there we find certain sporadic attempts to do this, but nothing, comparable to the development of the activity movement on the elementary level is to be found.

Another factor which has, in its total effect, hampered changes in the high school curriculum, is the standardized testing movement. This movement has emphasized testing materials of an objective standardized type, concerned largely with the testing of factual information. The tests have been based upon existing subject-matter lines and materials, and have as a result tended to maintain the status quo. It has long been recognized that the type of test or examination utilized, in reality determines the objectives and subject-matter of given courses, as well as the work habits of the students. Obviously if teachers are to be held responsible for achieving certain norms on standardized tests, they are not free to experiment with new objectives, or radically different subject-matter approaches.

Finally, it may be said that the program of studies of the secondary school has evolved by adding new subjects through outside pressure or popular demand rather than by a systematic reorganization of program. When once a subject finds its way into the curriculum, it tends to remain even after it has outlived its usefulness. The result is that to the high school program of studies has been added subject after subject until it now consists of a large number of highly specialized and compartmentalized units. This has contributed to a lack of thoroughness on the part of pupils, as well as an inability to view education as a total integrated process. A recent study of secondary schools in the North Central group is indicative of this rapid expansion of the program of studies. "Actual count shows that in

1906-1911, 53 courses, and in 1915-1918, 72 courses with distinct titles appeared in the 35 programs, while in 1929-1930 the number had increased to 306. It is true that the materials of instruction probably differ little in some of the courses which bear different titles. An increase of 475 per cent, however, in the number of courses listed from the first to the last period may certainly be taken as indicative of efforts toward a richer and more varied offering for the modern high-school pupil."<sup>4</sup> Secondary-school officials have, as has been pointed out, excused the lack of experimentation with integrated programs upon the ground that the heavy hand of the colleges has been laid upon them and that as a consequence they must continue to afford the kind of preparation dictated by the colleges.

Significant it is then that the Progressive Education Association is carrying into effect a program which tends to grant certain freedom to the high schools for a limited period of time. It has organized a committee<sup>5</sup> composed of well known high school and college educators, which has formulated a plan for releasing the graduates of a small number of selected schools from the usual college entrance requirements.

Twenty-seven high schools which were known to have progressive tendencies and which desired to carry further their experimentation were finally selected by the committee after a large number of applications had been received and studied. These schools have already organized their programs, some of them only for an experimental group of students, others for the entire school. These re-organized programs will be given brief consideration later.

The next step was to work out a basis of cooperation between the high schools and the colleges whereby these

<sup>4</sup> *National Survey of Secondary Education*. Bulletin 1932, No. 17. Monograph No. 19. p. 162.

<sup>5</sup> A complete summary of the program and progress of the committee to date is to be found in the following references:

McConn, Max. "Freeing the Secondary School for Experimentation," *Progressive Education*, X (November, 1933), pp. 367-72.

Leigh, Robert D. "Twenty-seven High School Plans," *Progressive Education*, X (November, 1933), pp. 373-80.

high school graduates, beginning in 1936, were to be freed from the usual entrance requirements. A "Proposal for Better Coordination of School and College Work" was sent to the colleges. This document set forth the plan in detail and set up the new entrance requirements which the colleges were requested to follow as a substitute for their usual regulations. The following statement is quoted from this proposal:

Admission to college for the experimental period will be based upon the following criteria:

A. Recommendation from the principal of the cooperating secondary school to the effect that the graduating student (a) is possessed of the requisite general intelligence to carry on college work creditably; (b) has well-defined serious interests and purposes; (c) has demonstrated ability to work successfully in one or more fields of study in which the college offers instruction.

B. A carefully recorded history of the student's school life and of his activities and interests, including results of various types of examinations and other evidence of the quality and quantity of the candidate's work, also scores on scholastic aptitude, achievement, and other diagnostic tests given by the schools during the secondary school course.

It is intended that the tests used will be of such character that the results submitted to the colleges will give a more adequate and complete picture of the candidate than is given by methods now in use. A special Committee on Records is now at work endeavoring to determine: (1) what information the college needs for wise selection and guidance of students; (2) how that information can best be secured; (3) in what form it should be recorded and presented to the colleges.

The cooperating colleges will not be obliged to admit under this agreement all such students as meet the new requirements. However, during the experimental period and from the limited group of cooperating schools, the colleges agree to accept students under this plan without regard to the course and unit requirements now generally in force for all students, and without further examination. The colleges, for this period, agree also that students applying for admission under the new requirements will be considered without discrimination in comparison with students applying from other schools where present requirements are in effect.<sup>6</sup>

<sup>6</sup> McConn, Max. *Op. cit.*, pp. 368-69.

Up to the present time it is reported that more than 260 colleges have signified their willingness to admit students from these selected schools upon the above basis.

It is extremely difficult to secure reliable information concerning the proposed programs of these high schools. Tentative proposals were submitted at a meeting of the committee held at Atlantic City in 1932, and a few months later at Bennington College further elaborations were presented. At the annual meeting (1934) of the Progressive Education Association held at Cleveland, a number of sessions were devoted to explanations of the various school plans by representatives of these schools. These explanations revealed the tentative and shifting nature of the programs and further emphasized the necessity for the exercise of a great deal of caution in attempting to present valid generalizations. However, it is possible to point out certain conclusions which appear to be justified by available evidence.

- I. Even though colleges have agreed to accept graduates of these schools without the usual Carnegie units, it is evident that few of these schools are departing very far from traditional college preparation.
- II. There is little or no evidence that the total elimination of subjects as such, as advocated by "left wing" progressive educators, is to be accomplished or even attempted in the near future.
- III. While conventional subjects in some fields tend to disappear, in most cases it would appear to mean little more than a realignment of material, in terms of a new, but broader "subject."
- IV. Compartmentalization of subjects is being broken down, particularly in the fields of history and the other social sciences, English, and the arts. All inclusive concepts of "culture" tend to be used as the vehicle for bringing about an integration of these fields.
- V. Little is being done in the fields of the foreign languages, mathematics, and science, except to develop their social implications and to improve learning by better methods of teaching.

- VI. Curricular content is becoming more flexible. Courses are developed in terms of essential basic concepts, with wide margins of optional material to meet the needs of individual pupils.
- VII. There is little evidence to support the view that secondary schools are soon to embark upon a program of permitting students to build their own curriculum as is claimed to be done in some progressive secondary schools.

There are a number of limitations to this experiment, noteworthy as it is, which should perhaps be pointed out. First of all, it is well known that the most insistent demands for the reorganization of secondary education, in terms of pupil interests and needs, are the result of a significant increase in the secondary school population. The student who is not college bound is considerably more maladjusted in his program, than is the student who is preparing to enter college. The hope, of course, is that if this experiment proves to be successful, the new curricula will be applied to all, but experimentation is sadly needed to meet the needs of the "marginal 50 per cent." In the second place, while the schools are relieved of the necessity for meeting the conventional requirements, they are still bound by pressure from the parents and the community to hold somewhat to traditional practices. The teachers, too, present a problem, since most of them are trained to give instruction in conventional, narrowly selected subject matter. Many of them possess neither the will nor the techniques for reorganization. A program of re-education of parents, community groups, and teachers is quite necessary before fundamental reconstruction can be made on a large scale. In the third place, unless the colleges change their programs so as to meet the challenge of progressive education, the high school students who are college bound will continue to pursue traditional subject matter, even though such material is not specifically required for entrance.

A word should perhaps be said concerning the responsibility of the colleges in the experiment. Certainly, merely to modify entrance requirements is a superficial way of



dealing with a very intricate problem. It would appear to the writer that the colleges will miss a significant opportunity to reexamine their programs, if they do not regard this experiment as involving the *total* education of the student rather than as being concerned only with a reorganization of his secondary school program. The least that the colleges can do is to set up machinery, if it is not already in existence whereby these entering students will be assured of special counsel on their college programs with a view to bridging the gaps which, as the result of subject matter integrations which are taking place in most of these schools, are bound to exist.

Since the scope of this paper extends beyond the particular experiment which has been discussed, it is necessary to point out some progressive tendencies that are discoverable in our best public and private secondary schools—tendencies which should be of interest to the colleges. Necessarily some of these innovations overlap parts of the discussion of the progressive education experiment.

The trend toward integration of subject matter has already proceeded quite far in the junior high school, to the extent that courses in general mathematics, general science, general language, and junior business training are quite common. These courses have in the main justified themselves in terms of their values as exploratory activities, and in affording the student the means of escape from narrow compartmentalization. However, the movement is yet in its infancy, and here and there are to be found successful attempts to break down compartmentalization *between* fields as well as *within* them. A number of significant articles have appeared which report successful attempts along these lines. Most frequently the social studies are utilized as the vehicle or pattern of such integrations, with the physical sciences a close second. The logic of such integrations is well expressed in the following quotation:<sup>7</sup>

<sup>7</sup> Fenn, Henry Courtenay. "Education for Enrichment," *Junior-Senior High School Clearing House*, VII (March, 1933), pp. 409-12.



First, at least in the order of actual experience, was the conviction that English should cease to be taught as a separate subject and should assume its proper and more truly worthy function of tool and servant of all learning. . . . A second conviction followed closely on the heels of the first: If English is essentially a tool, and by analogy mathematics must then also be reckoned as a tool, then the real cores of life experiences are drawn chiefly from two sources—the physical environment and the social environment—and consequently the physical sciences and the social studies should be the focuses of the entire curriculum.

The writer then proceeds to tell about a course which is being taught in his school (Oak Lane Country Day School) which is organized as follows:<sup>3</sup>

*First year—10th Grade*

Unit I—Man has at his disposal a wide range of media through which he may express his thoughts, feelings, and experiences.

Unit II—Cultural progress is the result of development of the use of these media and sharing with other individuals and groups.

*Second year—11th Grade*

Unit I—Man's conquest of geographical barriers and his utilization of natural forces and resources have caused changes in conditions and standards of living.

Unit II—The basic problem of organized society is the development of adequate social controls without unduly curbing individual freedom.

*Third year—12th Grade*

Unit I—Man's aesthetic standards, expressed in such fields as art, architecture, music, and literature, have varied with time and place and show adaptation to changing needs.

Unit II—Man's changing interpretation of the meaning of life shows a trend away from the ignorant fear of the forces of nature and towards an intelligent cooperation with them.

To date, the experiment has not passed beyond the first unit of the first year's work, which may be briefly referred to as media of expression. Five distinct media were taken up separately, language, bodily motion, music, art and architecture, and mathematical symbols. Drama offers a means of bringing together in varying proportions all of these media, so it was used as the integrating study of the unit.

<sup>3</sup> *Ibid.* p. 411.

Not all schools are willing to set down in advance the basic generalizations which are to be used in the organization and development of courses, but rather take their cue from the needs of the particular group, and utilize only such subject matter as furthers the pupil experiences which are under way. An example of this type of integration which cannot be considered as "integration of subjects," but rather as "integration of experience," is vividly portrayed in the description of the "core course" at the Ohio State University High School. Lest the flavor of the description be lost in the retelling, the following passage is quoted verbatim.<sup>9</sup>

A year ago our seventh grade was just finishing an undertaking in home-making in the school. An apartment on the third floor of our new building had been furnished. Certain limitations and possibilities were suggested by the architecture. Major pieces of furniture had already been purchased by an adult committee. The whole had to be made into a liveable unit. Pupils studied period furniture, color, line, arrangement; they made inventories of kitchen equipment, on hand or to be purchased; they learned of sources of information and used these; they made andirons, screens, fireplace equipment, tested and purchased linens, hemmed towels, washed dishes, wrote records, produced a beautifully illustrated, leather-bound guest book and record, and finally gave a formal house-warming for two hundred and fifty parents and invited guests. This experience opened many possibilities in educative group living. Interest was strong in the new home. There was a possibility of continuing activity within the household established. Certain interests in art had also become strong. A study of scientific appliances offered some promise, since initial investigation had been most energetic. Other leads were, however, apparent. In doing the routine tasks of this undertaking, students had become interested in the outside world where routine seemed most important, and a group had visited a factory to investigate the effect of routine work on people. From all the possible implications, the teachers felt that those which led out into the community were most promising. Consequently, conversations were led into these channels; the pupils considered alternatives thoughtfully and decided to study the community in which they lived. They then listed all of the communal activities which they thought they might study. All the items in a fairly comprehensive list were grouped under eight headings: industries, stores and markets, education, public welfare, transportation, communica-

<sup>9</sup> Zirbes, Laura, and LaBrant, Lou. *Op. cit.* pp. 93-94.

tion, public utilities, and government. To describe how the children arranged their program—a study which is extending over two and one-half years and includes science, social science, literature, composition, industrial and fine arts—is a report too long for this paper. The significant thing is that this broadening experience has now, in its ninth month, included history from the beginning of time, and has extended to all parts of the earth. Its integration relates numerous subject-matter areas to each other without employing the logic of formal courses. Eighth-grade boys and girls have demanded and pursued a study of communication which includes the theories of language origin, a history of language, and a comparison of simple vocabularies in modern tongues. They have, in studying transportation, considered the wheel, and have compared its development with the development of civilization. They have discovered gaps in the growth of language, and in inventive progress, and have traced these to the northern invasions in the early Christian centuries. History has been a living thing, dealing with people who ride in carts, who build bonfires, who climb mountains, and halt before great rivers. Not the least important is the fact that these children are experiencing responsibility for their own growth. Graduation will not find them ready to be astonished at life, but actually living.

It is impossible to predict to what extent such curricular integrations will become accepted practice, but it is fairly certain that the next decade will see a marked tendency to break down subject-matter lines, and to organize material in terms of "comprehensive learning units," as advocated and popularized by Henry C. Morrison of the University of Chicago, instead of a continuation of the now prevalent procedure of spoonfeeding students in terms of daily assignments in a textbook to be given back as "ground covered" and facts memorized. And this movement would seem to have important implications for college instruction which is still wedded to the ground-to-be-covered stereotype frequently perpetuated by textbooks written by the instructors. If students are to be taught to face the future with a disposition and ability to solve problems of living through reflection rather than through reliance upon authority and tradition, methods of college teaching must be radically revised. Here the colleges may learn much from our progressive secondary schools.

Space does not permit a thorough discussion of other

progressive trends in secondary education. Brief mention may be made of the attempt to secure bases for evaluation of pupil progress in terms of attitudes, ability, and ideals rather than in terms of facts memorized; of guidance programs which actually recognize guidance as a function of all instruction, and a responsibility of all teachers, rather than as a separate and distinct function which is quite outside of learning activities; of the curricularizing of so-called extra-curricular activities that introduce into the regular curriculum the freedom and flexibility of these programs—which in the past have been regarded as something “tacked on” to the school program; and of the attempts that are being made to “bridge the gap” between the different levels (elementary, secondary, and higher) of education by regarding the educative process as an integrated continuous unit. These movements are well under way and bid fair to revolutionize our secondary school programs of the future.

In conclusion, it may be said that the progressive movement, which is largely a product of the last quarter of a century, has given us a new vision of dealing with youth in terms of interests, abilities, and needs, rather than in terms of fixed quotas of subject-matter. It has, thus, paved the way for a reorientation of our educational programs in the direction of basing them upon the vital problems of living rather than upon the dead past. With education directed in these channels, may we not hope to develop citizens with a social outlook on life which will go far toward salvaging our experiment in democratic living?

## A REGISTRAR LOOKS AT HIS JOB

EZRA L GILLIS

Mastery in any field includes a mastery of its relations to other fields. If it has been within the power of Providence to create an unrelated function, Providence seems never to have exercised that power. It is not within the field itself, it is in the relation that it bears to other fields that we find the purpose of its creation. The value of a department in any organization is in proportion to its contribution to the objective of that organization. The value of the registrar's office must be estimated on the basis of its contribution to the objective in higher education.

If in the light of this basic principle, emphasis on the relation to others, and to the objective, if we are to take a look at the registrar's job, we must define:

1. A college or university
2. Its types or divisions of functions

In answer to the question, "What is a university?" I quote from President McVey:

A university is a place; it is a spirit; it is men of learning; it is a collection of books; it is laboratories where work in science goes forward; it is the source of the teaching and beauties of literature and the arts; it is the center where ambitious youth gathers to learn; it protests the traditions, honors the new and tests its value; it believes in truth, protests against error and leads men by reason rather than by force.

In answer to the question, "What are the types or divisions of functions of a college or university?" from other studies we learn that they are much the same in all colleges and that there are at least four groups or types that may be stated briefly as follows:

1. The general supervision of the institution as a whole
2. The direction of the academic and professional activities
3. The supervision of the social, ethical, and spiritual life of the school

4. The management of the business and material affairs of the college

In determining the registrar's field, it will simplify our problem to eliminate all groups of functions that are commonly accepted as being outside of his field. They are usually governed as follows:

1. The general supervision of the institution, by the president or chancellor
2. The social, ethical, and spiritual life of the school, by the dean of men and dean of women
3. The management of the business and material affairs of the college, by the bursar or business agent

This leaves one group, the *academic activities*, for further consideration. As a basis for allocating the functions in this group, we requested data from 341 institutions, limited to those having a college of arts and sciences. The questions submitted both to deans and to registrars did not call for the practice of the institution, but for the judgment of the officer as to which should perform the duties listed. We sent the registrar an additional blank, asking for the practice in the institution. In both we considered only the major functions as a basis for defining the work of the registrar.

It is understood that in a small college the president may take direct supervision of part or all academic activities of the college, but if all these activities are to be delegated to other officials in the institution, we find that they naturally fall into two groups, the *instructional* and the *non-instructional*. From the statements of opinion and of actual practice, it appears that the functions of the dean are to be found in the instructional group, which includes the following:

1. Coordination and improvement of instruction
2. Nomination of the faculty
3. Planning the curriculum

and that the registrar's field is in the non-instructional group, including the following functions:

1. Admissions
2. Registration procedure
3. Academic records and transcripts

4. Correspondence with prospective students

5. Statistical analysis of data in the registrar's office.

(For reference, see Appendix, p. 335)

The information gathered from 323 institutions that answered the questionnaire showed that in the institutions of less than 1,000 enrolment there was more variation in both opinion and in practice than was found in institutions of more than 1,000. In the smaller institutions a number were of the opinion that many of the academic activities should be handled by a committee. While the non-instructional activities may be assigned to more than one officer, such as officer of admissions, personnel officer, etc., it is generally conceded that the registrar's work lies in that field. It may include only a part or all of it.

While we may agree as to the registrar's field, a wise president, if he serves the interests of his institution, will have to give the work to the man who will give the best service. A standardized plan would create a dog-in-the-manger policy, to the detriment of the institution. You cannot standardize the job until you can standardize individuals.

*Technique of the Work.* If I were teaching a class, I would give a great portion of the time to the mechanics and the material part of the work, but in painting a portrait of the registrar's job, with emphasis on the relation to others and the objective, these material things are only the tools with which we work. If you are new in the work and wish to know more about the technique, a good plan is to write other registrars about their calendars of work, the content of their annual reports, their office equipment, etc., and much valuable information may be obtained from the proceedings of the registrars' meetings.

*A Changing World.* We have been warned for several years that we are coming into a changing world, and that we must adjust our work to the educational program of the institution. When we get too old to do that, about the only charitable thing the good Lord can do is to take us away. There seem to be fads and fancies in education the same as in dress. This may be necessary to keep up the interest of



the faculty. The things that we teach in one generation the next generation may spend its time proving incorrect. Frequently a man gains a reputation on something and then someone else will become famous by showing that it is wrong. There is a story of an engineer on the Hudson Valley Railway. The company that built the road, 25 years later was spending millions of dollars, under the same engineer, taking out the curves. Someone asked the engineer why he did not run the road straight in the first place and he remarked that he had made his reputation on the curves. The Government spent millions of dollars teaching the farmer how to make two blades of grass grow where one had grown before, and now it is spending a like amount to have him destroy the extra blade and grow only the original.

#### THE RELATION TO OTHERS OR THE LABORATORY OF HUMAN EXPERIENCE

The relation to others and the objective of the institution lead us to deal with the things that are of more permanent nature; the things that were true in the past, that are true today, and that will be true in the future. So I will ask you to come with me for an informal visit to the laboratory of human experience, where we come in contact with the faculty, students, administrators, and patrons of the school (and in some cases with the legislature). In preparation for this visit we should understand how they live in different worlds, their visions and their interests, limited to their own fields. "A carpenter, a botanist, an ornithologist, a hunter, and a geologist, walking through a forest would not see the same things. The ornithologist might hear every bird note; the botanist with equally keen ears might not have an auditory sensation of sufficient intensity to affect consciousness." A milliner may think of a passing bird as an ornament for a bonnet; a fruit grower, as an insect killer; a poet, as a songster; an artist, as a fine bit of coloring and form. We all feel that deflecting force of our experiences and our interests and an understanding of this would help us on many occasions to have more sympathy with another's at-

titude. Our interest in self and in our own field is well illustrated by statements received from deans and registrars in answer to my questionnaire. I give you the benefit of one from each group:

From a Dean. "It is also true that while the statistical analysis of data in the registrar's office should be made primarily by the registrar himself, the application of these data to the broader purposes of the college or university should be made by the dean."

From a Registrar. "In an institution the size of ours, we see little need for a dean."

Two years ago, in discussing a problem in history with a friend in New Orleans, the same thought was emphasized in a very striking way. My friend stated with some emphasis that what this country needed was an unbiased history written from the Southern viewpoint.

The truths of our world are determined by what we see, but we for the most part see only those things which we can join to something in our line of experience. Other things do not exist for us. Their truths are not a part of our world. If we keep this in mind in dealing with students and parents, in after years they will meet us with a smile that will do us good.

About thirty years ago I happened one day to visit the offices of two school superintendents with whom I was well acquainted and we talked over some of their problems. Each had heard some uncomplimentary remarks about himself. One replied in kind and the other said, "Well you tell those persons that I am their friend whether they are my friends or not." Twenty-five years after that, in a large group of people, we stood with uncovered heads at the unveiling of a monument to one of these men. And I don't have to tell you which one.

*Pretensions Fatal to Happiness.* In dealing with our complex problems, giving up many pretensions is absolutely necessary to happiness. Laying aside the burdens of these pretensions will give us a chance to enjoy ourselves. People will judge us by our success in playing the character we as-

sume. Many of our pretensions become a burden and are not of the slightest use to us. Most of us are surrounded by experts in the various fields of knowledge who would gladly help us if we would only ask them. We have learned a valuable lesson when we have learned that people are more interested in those whom they help than they are in those who help them. It follows that if we are not as much interested in others as we should be, there may be a reason for it. Many times when you imagine a person is not friendly to you or to your work, present him some of your problems and ask his advice and watch the result. We will all make mistakes and unconsciously may wound the feelings of others. The best of people may sometimes make an enemy; but it is the foolish person that wants to keep an enemy.

*The Value of a Modest Statement.* There are a few things that young registrars should remember. When we start out in life with some purpose and a good deal of vigor, we will sometimes overdo a thing. If you will pardon some personal references, when I began teaching school, I taught a five months' public school and then a three months' private school. I wanted a good school, and out of that ambition came one or two experiences that will help you to understand the value of a modest statement. I went to an acquaintance that had four boys and said to him, "School begins at a certain time and I want you to send your boys to school." He remarked that he never could pay for it, and while I thought he was telling the truth about it, he had good boys and I wanted them in school. I told him that he owed his children an education and if he neglected to pay that now, in a few years he could never pay them, but he could pay me any time. And, with a good deal of emphasis, I said to him, "If you have to make a choice of dying in debt to a school teacher or to your children, I would advise you to die in debt to the school teacher." Well, he had had a drink or two that I hadn't noticed and he walked up to me and hugged me and said, "I'm going to take your advice as long as I live." And he kept his promise.

About the same time I had a few boys who smoked. I

thought it was a useless, filthy, expensive, and dangerous habit, so after thinking about it I made a talk, which was a little too strong. Nearly forty years after that—I began teaching very young—I went over to my home county and at the fairground met some of those boys. They were then men, prosperous and in good health. We sat under the shade of a tree. They were smoking, every one of them. Well, one fellow took a cigar out of his mouth and commenced making my speech, that I didn't know anyone remembered. He commenced by telling how much you could save in forty years by not smoking, and the time was nearly up and I got afraid he was going to ask me how I had invested my savings.

There was an innocent minded boy in the school—this was why they remembered it, and as usual they colored the story a little, but in the main it was true. I had read them the account of the death of General Grant. Some of you will recall the newspaper accounts, that he died from a cancer on the tongue caused by smoking. When I got to that point and emphasized that danger of smoking, this boy stood up at once and announced that he was never going to smoke again, and he asked that he might go home right away and tell his Uncle George about it before he smoked again. You can see what effect that would have on a group of real boys.

*The Difficulty in Measuring Human Achievement.* In dealing with the problem of interpreting the data in the registrar's office, much depends on the purpose of your investigation, whether you keep your work first and your own interest second; whether you undertake to get every element that enters into a problem. I think I might add here that it is safe to say that we rarely have all the elements that should be included in a problem. In many cases when we think we have solved a problem, further study develops the fact that we had only reached a place to begin. I heard this thought graphically expressed, when a boy, by a German engineer. The first traction engine that came into our county attracted wide attention. A neighbor boy asked the engineer how long it would take him to learn all about that engine.

He replied, "Oh, about three weeks, and then in six months you wouldn't know a darn thing about it." That we may understand each other, may I give three illustrations?

(a) In the Land Grant College Survey we found that in zones bounded by concentric circles, with the institution as the center, the attendance decreased in proportion to the distance of the zone from the institution. Later we assigned the problem to a graduate student, taking into consideration other influences, such as the population, the number of accredited high schools, the wealth of the community, the occupational distribution of the inhabitants, and the location of other colleges in the section. After a study of these combined influences, we discovered that in most states, after the first hundred miles, a large part of this circle was out of the state; and when we counted that portion of the state that was within that area, we found that after the first fifty miles distance seemed to have no significance. There is another big factor that seems never to have been taken into consideration, the influence of graduates and friends in sending students to the institution. The study was made only for Kentucky, and I am not prepared to say whether the findings would be true of all other states.

(b) As chairman of a committee of the Southern College Association, the problem, "to discover and recommend a scientific marking system that would eliminate the personal equation and place it on a thoroughly scientific basis," was assigned to me.

For five consecutive years we have reported on different phases of the marking system, first on the variability of marks and, then, a series of studies of the causes of variability. By accident, while making a study for the Kentucky College Association, we discovered that the influence of sex might have a bearing on this. We then gathered information on about 3,600 freshmen in the various colleges in Kentucky, divided them according to sex and also according to the sex of the instructor. We found that women graded boys 30 per cent higher than men graded boys and that men graded girls 50 per cent higher than women graded girls.

(c) Last fall I spent three days listening to reports of tests and measurements and personnel studies at the Educational Conference of the Educational Records Bureau, in New York. These people were all modest in their statements; they seemed to be groping to find their way. They had come to the point that most people reach when they have exhausted their efforts and have not quite reached their goal. There was a note of uncertainty. Mr. McConn struck a responsive chord when he suggested that the work for the present should be given amateur rather than professional status. After reflecting on my own experiences and reviewing the work of the week, I came away wondering if we are not trying, with a mechanical standard, to measure something in the spiritual world. Is it possible to measure accurately human intelligence or that inward urge that brings men to great things? It may be that Moses never literally stood before the burning bush, but every person in the world that has lead his people in a righteous cause has theoretically had that experience, that somebody or something has touched his life and ennobled it and has given him a power that no one suspected. An intelligence test given to Moses before he saw the vision and one given to him afterward might not have shown him to be a changed man, but something had happened in his life that developed a power that moved the world. Unless the thing we teach and the things we do are reflected in the life of an individual, it is wasted effort.

We have relied on our own strength. In our own name we smote the rock of science and expected a revelation of its secrets to gush forth. We have been disappointed. Science has left mankind bewildered. The spiritual world has not kept pace with the material. I quote from President Hutchins, "We are in despair, because the keys which were to open the gates of Heaven have let us into a larger but more oppressive prison house. We think those keys were science and the free intelligence of man. They have failed us. We have long since cast off God. To what can we now appeal?"



## THE OBJECTIVE

Let us come now to the closing thought. This fall, approximately 200,000 young people are expected to enter the freshman classes of our colleges. Their philosophy and attitude are of more importance than the content of the textbooks they are to study. We little realize the power for good or evil that may be influenced by this army of young people. If knowledge is power and that power is not on the side of right, it would be better if it had never been created. A teacher teaches more of himself than of his subject.

Let us close as we began—that in the relation to others and to the objective, we find the purpose of our creation. I understand that we have not defined objective in so many words. I am wondering if we cannot illustrate it in the life of an individual; if it is not found in the answer to the question as to what we should like to have said of us when we come to the end of the journey. Would it not be something like this?

He left us with a greater interest in doing things well;  
 With a better approach to our problems;  
 With a truer philosophy of life.  
 He has enriched our lives and  
 Helped to make the world a better place in which to live.  
 He has never poured poison into any man's cup  
 Nor left a scar from combat.

## APPENDIX

The allocation of administrative duties from the standpoint of the judgment of the deans and registrars as to the proper distribution, and the practice as reported by 323 registrars. (This material is the basis for the findings in the foregoing report and is printed here for reference, Table I.)

The registrars and deans are almost unanimous in their judgment that coordination and improvement of instruction, nomination of the faculty, and planning the curriculum, are in the dean's field of administration.

A large majority of deans and registrars favor the registrar's handling admissions, registration procedure, correspondence with prospective students, and statistical analysis of data in the registrar's office.



*Exceptions to the Above*

One dean thinks the registrar should have charge of coordination and improvement of instruction and planning the curriculum. Only three deans think that they should have charge of registration procedure, and one thinks he should have charge of records and transcripts.

One registrar thinks he should have charge of coordination and improvement of instruction. Three registrars think the dean should plan registration procedure and two think the dean should have charge of records and transcripts.

In institutions of over 1,000 there are seven functions in which the registrars and deans are practically in complete agreement. The dean should have the coordination and improvement of instruction, the nomination of the faculty and the planning of the curriculum. The registrar's field is admissions, registration procedure, academic records and transcripts, and statistical analysis of data in the registrar's office. (Table II)

*Exceptions to the Above*

Only one registrar is of the opinion that he should have part in the nomination of the faculty and four believe that they should have a part in planning the curriculum.

Only three deans and one registrar think the dean should direct registration procedure.

Nine deans and four registrars think the dean should handle admissions. One registrar thinks the dean should make transcripts.

There is quite a difference of opinion as to personnel records and editorial work on the catalog.

Deans and registrars are almost in complete agreement in allocating to the dean, coordination and improvement of instruction, nomination of the faculty, planning the curriculum. They agree that the registrar's field includes admissions, personnel records, statistical analysis of data, and editorial work on the catalog. (Table III)

*Exceptions to the Above*

Four deans and one registrar think the dean should handle admissions. One dean thinks he should have charge of registration procedure. Three deans think they should have charge of correspondence with prospective students. Four registrars think the dean should have editorial work on the catalog.

In asking for a statement of practice in the institutions, we included only the functions that are frequently assigned to the registrar.

*In Institutions of Less than 1,000*

For every dean who handles admissions, we find seven registrars, and for every seven registrars there are five "other officials or committee." (Table IV)

*In Institutions of More than 1,000*

For every thirteen registrars who handle admissions, there are one dean and two "committee or other official." (Table V)

"Permanent records and transcripts" is the only function handled 100 per cent by the registrar.

In institutions of more than 2,500 enrolment, all of the functions listed are largely handled by the registrar, with the exception of:

- Approval of students' programs
- Honorable dismissal
- Schedule of lectures and recitations

TABLE I  
ACADEMIC ADMINISTRATIVE FUNCTIONS ALLOCATED TO THE REGISTRAR, THE DEAN OF THE  
COLLEGE AND OTHER ADMINISTRATIVE OFFICIALS  
(Institutions having an enrolment of less than 1,000)

FUNCTION	IN THE JUDGMENT OF 84 DEANS* SHOULD BE ALLOCATED TO:			IN THE JUDGMENT OF 92 REGISTRARS* SHOULD BE ALLOCATED TO:		
	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL
Coordination and improvement of instruction.....	76	1	6	80	1	8
Selection of the academic faculty.....	64	—	16	77	—	12
Planning the curriculum.....	70	2	12	62	9	19
Admissions.....	13	51	19	10	74	8
Registration procedure.....	5	61	18	3	81	7
Academic records and transcripts.....	1	79	4	2	90	—
Personnel records.....	31	35	16	20	56	14
Editorial work on catalogs and bulletins.....	37	23	22	29	42	18
Correspondence with prospective students.....	17	34	31	8	65	18
Statistical analysis of data in the registrar's office.....	8	58	16	5	78	7

\* Where the totals do not balance, it is due to the fact that the question was not answered in every instance.

TABLE II  
ACADEMIC ADMINISTRATIVE FUNCTIONS ALLOCATED TO THE REGISTRAR, THE DEAN OF THE  
COLLEGE AND OTHER ADMINISTRATIVE OFFICIALS  
(Institutions having an enrolment of more than 1,000)

FUNCTION	IN THE JUDGMENT OF 105 DEANS* SHOULD BE <sup>1</sup> ALLOCATED TO:			IN THE JUDGMENT OF 122 REGISTRARS* SHOULD BE ALLOCATED TO:		
	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL
Coordination and improvement of in- struction. ....	100	—	5	105	—	13
Selection of the academic faculty. ....	92	—	10	100	1	14
Planning the curriculum. ....	99	—	6	95	4	21
Admissions. ....	9	77	19	4	105	12
Registration procedure. ....	3	94	8	—	120	2
Academic records and transcripts. ....	—	93	12	1	121	—
Personnel records. ....	40	39	25	22	69	28
Editorial work on catalogs and bulle- tins. ....	28	48	28	15	67	32
Correspondence with prospective stu- dents. ....	9	62	35	4	97	16
Statistical analysis of data in the regis- trar's office. ....	4	89	10	—	111	6

\* Where the totals do not balance, it is due to the fact that the question was not answered in every instance.

TABLE III  
ACADEMIC ADMINISTRATIVE FUNCTIONS ALLOCATED TO THE REGISTRAR, THE DEAN OF THE  
COLLEGE AND OTHER ADMINISTRATIVE OFFICIALS  
(Institutions having an enrolment of more than 2,500)

FUNCTION	IN THE JUDGMENT OF 35 DEANS* SHOULD BE ALLOCATED TO:			IN THE JUDGMENT OF 35 REGISTRARS* SHOULD BE ALLOCATED TO:		
	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL
Coordination and improvement of in- struction.....	32	—	3	33	—	1
Selection of the academic faculty.....	32	—	3	32	—	2
Planning the curriculum.....	33	—	2	32	—	2
Admissions.....	4	25	6	1	32	2
Registration procedure.....	1	31	3	—	35	—
Academic records and transcripts.....	—	35	—	—	35	—
Personnel records.....	11	14	9	6	21	6
Editorial work on catalogs and bulle- tins.....	4	18	13	4	19	8
Correspondence with prospective stu- dents.....	3	20	12	—	29	5
Statistical analysis of data in regis- trar's office.....	1	31	2	—	33	1

\* Where the totals do not balance, it is due to the fact that the question was not answered in every instance.

TABLE IV  
ALLOCATION OF NON-INSTRUCTIONAL ACADEMIC ACTIVITIES, BASED ON THE PRACTICE IN 104 INSTITUTIONS HAVING AN ENROLMENT OF LESS THAN 1,000 AND 124 INSTITUTIONS HAVING AN ENROLMENT OF MORE THAN 1,000

FUNCTION	LESS THAN 1,000			MORE THAN 1,000		
	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL
<i>Admissions</i>						
Freshman .....	11	78	15	7	91	24
Advanced standing .....	19	68	16	19	76	27
<i>Registration</i>						
Procedure .....	5	85	14	3	111	8
Assessment of fees .....	6	31	66	3	57	62
Approval of student programs .....	38	37	29	72	21	30
<i>Permanent Records and Transcripts</i>						
Recording grades .....	—	104	—	—	122	2
Transcripts .....	—	104	—	—	122	2
Honorable dismissal .....	9	83	12	13	98	12
<i>Correspondence With Prospective Students</i>						
.....	5	55	40	12	86	26
<i>Editorial Work</i>						
Catalog .....	26	37	41	16	49	48
Schedule of lectures and recitations .....	21	46	35	21	64	37
<i>Minutes of Faculty</i> .....	1	39	62	6	58	69
<i>Commencement</i>						
Checking candidates for degrees .....	7	90	7	12	96	16
Preparation of commencement program .....	18	20	63	14	49	59
Recommending candidates for degrees .....	24	58	21	58	43	21
<i>Eligibility for Student Activities</i>						
Membership in fraternities .....	10	38	20	12	58	38
Athletics .....	12	61	21	12	66	43
Other activities .....	15	43	29	14	57	41

TABLE V  
ALLOCATION OF NON-INSTRUCTIONAL ACADEMIC  
ACTIVITIES, BASED ON THE PRACTICE IN 46\* INSTI-  
TUTIONS HAVING AN ENROLMENT OF MORE  
THAN 2,500

FUNCTION	DEAN	REGISTRAR	COMMITTEE OR OTHER OFFICIAL
<i>Admissions</i>			
To freshman class . . . . .	3	30	12
To advanced standing . . . . .	8	22	15
<i>Registration</i>			
Procedure . . . . .	—	43	3
Assessment of fees . . . . .	1	25	20
Approval of students' programs . .	30	6	9
<i>Permanent Records and Transcripts</i>			
Recording grades . . . . .	—	46	—
Transcripts . . . . .	—	46	—
Honorable dismissal . . . . .	8	36	2
<i>Correspondence with Prospective Students . . . . .</i>	1	24	21
<i>Editorial Work</i>			
Catalog . . . . .	4	17	25
Schedule of lectures and recita- tions . . . . .	8	22	14
<i>Minutes of Faculty . . . . .</i>	3	23	19
<i>Commencement</i>			
Checking candidates for degrees .	6	35	5
Preparation of commencement program . . . . .	4	18	24
Recommendation of candidates for degrees . . . . .	22	15	9
<i>Eligibility for Student Activities</i>			
Membership in fraternities . . . .	7	20	15
Athletics . . . . .	6	25	15
Other activities . . . . .	8	21	15

\* Where the totals do not balance, it is due to the fact that the question was not answered in every instance.



## THE COLLEGE FACES A NEW PROBLEM IN A NEW WORLD

EARL C. MACINNIS

In preparing this address, I wondered if I had the temerity to appear before this body in behalf of another problem. If it has not already been done, I am sure that some statistician will soon be telling us that if all the problems now facing us were laid end to end they would reach from here to somewhere and have enough left over to confound seven times the number of brain trusters now working out the salvation of the country in Washington. My particular problem is not a wolf in sheep's clothing but is so real in its menace that it might well be the "big, bad wolf" himself sans any attempted make-up of lace cap and ruffles or white woolly coat. I wish I might assure you that I could invite you to share with me a safe house built of bricks; but I am really not certain but what in spite of careful planning some straw and some sticks might have found their way into the building materials proposed for use. If that is the case "the huffing and puffing" of criticism may soon "blow the house down."

Until very recent times the colleges could fashion their molds as all good colleges had done before them, pour in the crude metal, and turn out their product stamped "college bred" like father and grandfather used to make. A nation bustling in the enthusiasm of youth, developing by leaps and bounds in every phase of industrial and social life, avidly seized on these selected young people and welded them in the forge of life experiences into working parts for the great machine age.

But sabotage has been committed. The once seemingly omnipotent machine creaks in its bearings, and with difficulty grinds out the grist for distressed consumers. Fortunate is the man, college bred or otherwise, who finds a place for himself in the scheme of things today. It is not my

purpose to discuss here the economic changes impinging on the world of producer and consumer. I am interested, however, in the possibility of the college world capitalizing on the spirit of revolt against the old order of things which seems to be the mode today.

When one speaks of the power of tradition, the usual illustration is found in the Chinese reverence for the past. Those of us who have participated in college faculty meetings need not go to the Orient for our examples. The New Deal treads a path of roses compared to the reception accorded suggested changes in curriculum content, procedures, or organization by any college faculty. Haven't the classical letters and arts of the past century produced the men and women who have made this country great; isn't *Who's Who* a testimonial to the efficiency of the college in providing the nation's leaders! It would be absurd for me to attempt to gainsay the obvious contributions the college has made in this line. Likewise, it would be equally absurd it seems to me to claim entire credit for the colleges, in view of the predicament in which we now find ourselves, one which in spite of a long history of college trained leaders has been duplicated too many times to be merely the result of chance beyond the power of trained minds to solve. Considering that the colleges have been getting the cream of our young people to work with and also considering the number of people who have made good in the eyes of the world who never had the advantages of college training, one must admit there is another factor at work in accounting for the success of individual leaders. It is no doubt to be found in the native ability, the experience, and the personality or general make-up of the individual. It seems to me that here lies our problem. Can we so adapt the work of the college that it can capitalize on the individual resources of each personality and present society with a product better adjusted for assuming a responsible position in the scheme of things?

The college performed a real service to society in our early history when it trained the lawyer, the physician, and

the clergyman for ministry to the social, physical, and spiritual needs of the people. But the perpetuation in our day of curricula and methods suited to generations past seems Oriental in its adherence to tradition—incompatible with the spirit of Occidental progressivism. There have been changes, of course, but it is interesting, to say the least, to note the similarity between the required work of the college in your father's day, in your day, and now.

I wonder if the elementary and secondary schools are not pointing the way for the college? The emphasis in the traditional sub-collegiate schools was on the activities of the teacher with the mastery of subject matter as the primary objective. In our modern or so-called progressive schools the emphasis is on the activities of the learner. The school is made to serve the interests and needs of the student rather than to force the student to fit himself into the regimen of the school. As long as the selected individuals turned out in the college grist confronted a social and economic order seemingly insatiable in its demand for ability of any kind, there was little question concerning the particular type of preparation they might have had. Gilbert Wrenn, personnel director of Stanford University, in the April 1934 issue of the *Bulletin of the American Association of Collegiate Registrars* shows how varied was the undergraduate preparation for 4,230 Stanford alumni in certain specific vocations they later followed as their life work. It would appear that when men are needed badly the superior men with any sort of training will find places and will successfully work out their salvation on the new job. Whether or not that condition will obtain when the demand for jobs by trained men is greater than the demand for men is doubtful, to say the least. More than likely the combination of the selected individual with the special training will be given the preference.

That we are faced with just such a condition of more men than jobs is obvious. Nor is it confined to any particular level or occupational group. Common labor, skilled labor, and university trained technicians are faced with the same problem of finding a place where they may apply their par-

ticular abilities to productive labor. If this were only a phase of the depression, a temporary dip in the employment curve, it would not be fraught with so much danger. If this depression is like its predecessors it will be just a matter of a short time now until we may expect to experience again that "summum bonum" of the social order designated as normalcy. But is this just another depression? Many of the best minds of today do not seem to think so.

In every previous situation of this kind which our country has confronted, new frontiers have continually opened the way for even greater advances than the mind of man had hitherto conceived. Geographical frontiers, industrial frontiers, scientific frontiers have challenged the daring, the industry, and the ingenuity of every generation in our history. Horace Greeley's command "Go west, young man, go west!" was followed literally for nearly a century. The wave of explorers, exploiters, settlers, and creators found the Mid-west, the north-west, the south-west, and the far west. It rolled on to the Pacific but did not stop. Thrown back on itself it impounded the waters of the mountains and through irrigation made the desert wastes yield fruit in abundance, through electrical energy brought light and heat and power for the convenience and comfort of the people.

When geographical expansion was no longer possible and the force of the wave had necessarily spent itself in that direction, science and invention opened new avenues for the release of accumulated human energy. At the beginning of the century who could have foreseen the transformation that has occurred in this country and in the world as a whole as a result of the horseless carriage? The economic effects have been astounding in the production of raw materials, the factories, garages, and service stations. No less far-reaching have been the social, yes, even moral, effects. There is no back country any more. The rural people have ready access to the bizarre bright lights of the city and the urbanites have widened their horizons to procure the seclusion of the road house.

With the automobile industry at its height the decade of

the twenties gives us the radio with its new profession of entertainers (much of it as light as the air it utilizes); its crooners who probably rate a classification by themselves, although I could find no words in my dictionary which could quite describe the way I feel about them; its announcers who gain publicity if not fame by riding in on each program as "Station LAX, Graham Whosis speaking"; its advertising of "Insane Water Crystals—spelled I-N-S-A-N-E—get them at any drug store"; its education by air; its religion; and now politics eliminates its "front porch" prerogative to occupy the spotlight in your living room.

Aviation has had a quarter of a century of development and is still far from being able to add a spur to industry which might be another widening of the economic frontier. Television has intrigued the imaginations of many who are hopeful it may be a Moses to lead the lost tribes out of the wilderness. Whatever it be, if we are to continue under the old economic and social order, there must be new opportunities opening up or we shall find ourselves mired ever deeper in the depression slough. A study of occupational trends by Walter V. Bingham reported in *Occupations* for February, 1934, shows that in the last twenty years with a population increase of thirty-three per cent scientific and technological improvements have made it possible for the increased quantity of food and goods needed to supply this greater population to be grown, made, and transported by but a six per cent increase in workers.

So far as new frontiers in primary production and in manufacturing are concerned they seem to be going the way of the geographical frontiers of yesterday. The situation calls for some intensive thinking and careful planning on the part of those who direct the work of the colleges. Have we a right to continue preparing the young people of today in the same way we did yesterday? Do not the conditions of this new world in which we find ourselves demand that we keep faith with those who come to us for help, who entrust to our direction four of the most valuable years of their lives, by helping them to realize to the fullest what is

meant by that term we so frequently use and so seldom define, the good life?

It would seem to me, after consideration of our past history and after giving due thought to our present situation and the implications for the future, that the foundation upon which this good life must rest is a feeling of real security. I mean security in the fullest sense of the word. There will be a mental poise which comes from confidence in one's ability to make a place for himself in a busy world where he can contribute to the welfare of the group with no taint of parasitism, where he can be an integral part of a family unit fitting into a happy community life, where he can participate as a share holder in the recreational opportunities available, where he can not only have the privilege but will be so adjusted to life that he will crave the food for his soul that is afforded by intelligent and sympathetic communion with the beautiful in life as found in nature, in literature, in music, and in the arts.

I believe that this undoubtedly requires security in the economic life of the individual. In our enthusiasm over a program to occupy the new leisure being forced upon us, there is some danger that we may lose sight of the fact that men must live. There should be three good meals a day, a roof over our heads, and clothes to cover us. Dr. Rubinow makes a point in the December, 1933, number of *Occupations*, which we should not forget in our planning. He states that "college life takes four years. Life expectancy at 22 is over 40 years, or ten times as long. Training for the occupation that is to fill these forty years and a wise selection of that occupation must obviously come in the beginning, not the middle, or at the end. There is no similar time limitation upon cultural development. The latter is not competitive. It is under no obligations to make the grade. Vocational training is. Cultural development can go on leisurely—leisurely in both senses, slowly, and during the hours of leisure. Vocational training must be more concentrated; for one reason, because it must be obtained while there is still parental support."



The disquieting thing about the personnel work I am engaged in with college students is the demand they continually make that I give them some assurance that there will be a place for them in the work-a-day world when they have finished college. Part of this concern of theirs is caused by the sight of so many of their kinfolk, friends, and acquaintances who are not only well trained in some vocation, but who have sufficient experience to prove their ability, and still are not able to make use of their knowledge and skill in regular gainful work. And as if that were not enough to cloud the horizon, there is the constant query, "What specific thing can I do?" The old stand-bys of the liberal arts graduate, the teaching profession and selling bonds, are overflowing with experienced people and the luckless beginner does have real cause to wonder where he can start. With more assurance in my words than I feel in my heart, I point out to them the value of the basic training they have been receiving and how it will enable them to start in on almost any line, learn the specific skills needed there, and in the majority of cases put them far ahead of the individual who had no college training and who knows only the one thing he has learned while on a specific job. You and I have heard that recited to many generations of college students. It really was so in the days when the frontiers of industry were so rapidly expanding, as has been pointed out earlier in this address. But I am skeptical of its telling the whole truth today when I read such communications as came to my desk while this address was in preparation. It came from a newly formed stockholders association organized to investigate the affairs of a mail order business in which I own a few shares of stock that has paid no dividends since 1929. This association proposes a reorganization that will increase the efficiency of the corporation and realize profits on the capital invested. Its major recommendation is a new board of directors who shall meet the association's idea of a director stated as follows: "The first requirement of a director, attempting to serve the stock holders, should be his actual knowledge and experience in



the problems of that business." The new directors should be "two men thoroughly experienced in the mail order field, two men of proper broad experience in retail lines, one man well grounded in the principal lines manufactured by the company."

When I read things like that I cannot help but wonder if we are giving competent direction to the young people who come to us for advice. If the first question that greets an applicant for a job is "What can you do?" we must see that those young people we send out to apply for the jobs can do something. Dr. Rubinow, whom I quoted earlier, states further in the same article: "Vocational guidance, wise guidance towards a proper vocation, which necessarily represents the most potent influence in each individual life, is not merely a function of the college. It must become the most important function of the college. It is about time that colleges thought more of life and less of antiquated college traditions. Only to the extent to which they will fulfill this function will they retain their place among the nation's educational rather than recreational institutions."

I am fortunate in being connected with an institution that has several times as many applicants for the entering class each year as we are able to take. Since we have no tuition and the college is not dependent on this score for maintenance funds, the dropping out of a student causes no financial worry in the treasurer's office. With a long waiting list of students anxious to get in at the beginning of each term, there is no danger that the classes will not be filled to capacity. Under such conditions we are hindered by no inhibitions when conferring with a student on his personal problems. Our concern is to give the student the very best assistance we can in solving his problem in the light of his own needs and with no thought about college loyalty or useful fees. Unfortunately many schools are not so independent of student money and, whether consciously or unconsciously, the need for such financial support too often affects the advice given the student.

If Berea offers the program this student wants and he has

the capacity to make the most of it, then we shall work together to help him utilize his ability and our facilities to the best advantage for him. If we do not have the program he wants or needs, if our facilities are too limited to afford the training desired, or if he does not have the desire or the ability to make use of what we have to give, then we feel entirely free to recommend some other course of action for him. This may mean directing him to some other college, to a professional or technical school, to a trade school, or to a job. The significant thing is that it is the student's welfare which take precedence over all other considerations.

Closely tied up with this matter of vocational guidance as it is related to the task of bringing a feeling of economic security to the student is the adjustment to the times. Necessary as it is to have a broad foundational training on which to rear a structure of specialization, and necessary as it is to be able to do something immediately upon leaving school that will enable one to be self-supporting, it is likewise necessary that everyone be mentally adjusted to the spirit of the times. The most certain characteristic of all things human is their uncertainty. It has always been so and undoubtedly always will be. It is no new phenomenon nor one we have heard little about. The changes that are constantly taking place in our social, economic, and religious life have furnished the theme for countless sermons and addresses. But in spite of all this, people develop mind sets that condition them to a mode of thinking, a manner of doing, a way of living rather fixed in the whole outlook on life. It allows for no element of change. The small changes that do occur all through life are adjusted to with more or less effort depending on the amount of mental reorganization necessary. But when a major disturbance arises and one's whole plan of life is suddenly torn up by the roots too many lives have gone to pieces because of the insecurity of the foundation upon which that plan was laid.

The automobile industry sweeps out of existence the carriage maker, the blacksmith, the harness maker, and brings in a host of other trades and crafts; the cobbler

gives way to the shoe factory; the tailor and dressmaker are crowded out by the ready-to-wear garment producers. To prepare to spend one's life in a single craft or profession with no thought of the possibility of the elimination of that craft or its substitution by another is to invite the risk of disaster if and when the change may come. Here again it seems to me the college has an obligation to the student to teach him to accept the fact of change and learn to adapt himself readily to the new. The present depression has wrecked the life plans of many people. Those who had so crystallized in their thinking that they could see no ray of hope in the new order of things rising out of the wreckage gave up in despair, joined the ranks of the drifters, lined up for relief at the public agencies, or in extreme cases felt that life was not worth the candle and snuffed it out. Those whose philosophy of life had conditioned them to the inevitability of change and the ready acceptance of the new are finding their task of readjustment much less difficult to accomplish.

Just how does one go about infusing students with this balanced attitude toward life? This may be one of the places where I am building with sticks and straw, but I should say to the student first of all, "know thyself." Knowledge of physical possibilities and of limitations will enable him to eliminate many vocations when giving that subject consideration, as it will also indicate many that he might participate in. Knowledge of his mental ability, his talents, his blind spots, his interests, his prejudices will still further define the lines along which he should direct his efforts. With a good understanding of himself he is ready to tackle the question of the nature of the world he lives in and his relationship to it. Out of this will evolve his personal philosophy which will give direction and purpose to his life. College organization, curriculum, teachers and counselors are then the means by which he builds the details of that life plan.

To look on college as a preparation for life to come puts things all out of perspective. True it may be a preparation

for a certain vocation to be followed in after years, but in other respects these four years are just as much a part of life as any other. In fact, because of the plastic nature of the individual in his early years, life is a more active process than it will be a few years later. He is making himself, and every new experience, every influence in his environment is helping him to mold attitudes and ideals, to shape interests, to discover his own potentialities. Because the attention of the student during these four years is on becoming while in later years it is on doing, we fall into the error of thinking of one as preparation and the other as accomplishment. I believe that both should be a part of life from the beginning to its close. When one stops becoming he really stops living. In college one is accomplishing a life, later he is accomplishing a livelihood as well as a life. To make vocation the chief objective is to risk missing the mark completely. A today well lived is the best preparation for a good tomorrow.

Of considerable interests to the college world should be the new ventures in higher education which are attempting to make life more meaningful to the student. Among these may be mentioned the survey courses at the junior college level, the setting up of standards of achievement as measures of fitness to proceed rather than the accumulation of credits and grade points, the offering of majors in related fields of work in place of isolated subjects, the house plan as initiated at Yale this year and similar plans under way in other institutions. Whether these specific experiments will succeed in improving the situation only time will tell. If they do not there is no question but that there will be other attempts which will have benefitted by the mistakes of these present day experiments. The really significant thing to me is that the power of the curriculum is weakening; there is less inclination to make the student conform to a set program of education; the tendency is rather to shape the curriculum to the needs of the student. More than just that is the change in attitude from thinking of the students as a group to be taught as such, to thinking of them in terms of the individual needs of each member of the group.

It seems to me that this is our soundest approach to the problem of instruction in the college.

Practically every college today has the means for carrying on a good program to increase the effectiveness of its service to its students, if the various agencies dealing with students were centralized or at least cooperated to the extent of making their resources available through a sort of clearing house or central bureau. Among these agencies which ought to be working together in the interest of the welfare of the individual students are the faculty advisory system, the employment office for undergraduates, the placement bureau for upper classmen and graduates, the office in charge of the administration of standardized tests, and the registrar's office. Any one of these might be the coordinating office depending on the particular set-up existing in the college which would be most effective. It would seem that for the smaller colleges at least, the registrar's office offers the best place in which to center the activities. Here are kept all of the records having to do with the academic work of the student. It will probably also contain the admissions office with all the material relating to the high school work of the students together with other data submitted when seeking entrance to the college. It is important that anyone responsible for the guidance of students should have readily available as complete information about them as is possible. To be able to advise intelligently with a student and really understand any problem on which he may be seeking help, one must be familiar with the secondary school history, the college academic record, facts about outside activities, findings of the testing program as to native capacity, accomplishment, and aptitudes, and as much of the home background as possible.

It is not enough merely to assist students in selecting the courses they will take each semester, or to help them decide on a major study. It is highly important that someone with experience and special training be in a position to deal with every student in a more intimate way. There are problems of adjustment to the work of the classroom, of course, but

possibly even more significant in the building of a personality are the problems of adjustment to the life on the campus outside of the classroom. Among these might be mentioned social activities, student organizations, athletics, labor in connection with earning college expenses, dormitory or fraternity life, religious life. These all are factors of more or less influence in shaping the attitudes and ideals of the student. The use that one makes of his knowledge will be almost entirely determined by the attitudes and ideals he has formed. It seems only the logical thing for the college to be concerned about the use of the knowledge it has helped the student to acquire along with its concern over the knowledge itself. How else can we have any assurance that the college will be instrumental in creating a constantly improving social order?

If your institution is not now engaged in a comprehensive and coordinated program of student guidance, I suggest to you registrars that here is an opportunity for you to extend the service of your department in a most significant way. Rather than being merely a recorder of vital statistics you have it within your power to vitalize the fundamental objective of the college, to help every student realize the largest possible dividend on the native capital with which he is endowed.

## THE STUDENT AND HIS COLLEGE, OF ANOTHER DAY

J. L. MORRILL

Perhaps it is a universal characteristic of registrars elsewhere, as at our own University, to be gifted with a very wise and humane sense of perspective upon the college scene. It is an "old Spanish custom" of faculties to rail at the administration and occasionally I have heard a professor, typically individualistic and unsystematic, complain that the registrar's way of doing things is merely routine and mechanical and that any registrar, by the very nature of his job, is incapable of understanding educational aims and processes. And then I have recalled that most of the annoying minutiae which the registrar is compelled to administer are not the invention of the registrar at all, but the labored outcome of professorial wrangling reduced in faculty meetings to rules which, like chickens, come home at length to roost on the professors' own doorstep.

It is said that one of President Eliot's predecessors was accustomed to conclude his chapel prayers by asking the Lord "to bless Harvard college and all inferior institutions." This generous supplication, it would seem, has been abundantly gratified. A recent publication lists 1,304 institutions of higher education in America.

The endowments of these institutions exceed one billion dollars; their physical plants are worth as much more; and the annual cost of conducting them is approximately \$300,000,000. Something over a million young people are enrolled in them. We in Ohio remember proudly the Ordinance of 1787 whereby, "for the first time in history a great empire was dedicated to freedom and public education." And we recall that the seeds of that historic mandate: "schools and the means of education shall forever be encouraged," have flowered in America as nowhere else in the world. Scotland comes nearest with one college student for



every 455 of total population. England's ratio is one in 1150; Germany has had one in 690. In the United States the proportion is one in 125.

These statistics present one problem of higher education in America today. Shall we say the problem of mass education? Are "too many people going to college"? A good many people are saying so. I recall Doctor William Oxley Thompson's comment, "It's always someone's else children, never their own, that they mean when they say that." Each of us here today who have children is determined or has already endeavored to assure for his boy or girl the advantage of college training. There has never been the slightest question in our minds about it. Millions of American families have made the same resolve and more millions will make it in the future.

So it is that the American college student of today is a permanent part of the picture of our society. Like the machine, he is at once a factor and a phenomenon in our scheme. As with the machine also, the student himself is not the problem; the problem is that of our own intelligence in doing and dealing with him wisely.

"America has pursued her way in education, as in nearly everything else, stumbling here and halting there, moving forward in a zigzag fashion," says President Lotus D. Coffman of the University of Minnesota. "She has found it difficult to set up remote goals and to strive to achieve them. She has compromised with the future and has pursued the paths of least resistance."

A good many reasons are commingled to account for this confusion. In the first place, to blunder along and to muddle through seems to be a compensating penalty for the blessings of democracy. What President Coffman has said about education is equally true of the economic and political aspects of our development, you will agree. In the second place, the colleges and universities of all times and all places have exhibited a curious inconsistency. They have been the citadels of fresh thought and new learning. At the same time, they have surpassed all other institutions in the

social order as the strongholds of an ineffable and adamantine inertia.

M. Alderton Pink, writing on "The Future of English Education" has characterized this inertia as "positively Procrustean" in its inflexibility. "The outlook for university education is not hopeful," he said. "Universities are conservative places; they hold themselves superior, and often rightly superior, to the rough and tumble of the world outside, and thus they are tardy in responding to the changing spirit of the age."

This inflexibility is not wholly institutional. It is individual as well and seems somehow to arise out of the nature of knowledge itself and of men who deal formally with knowledge, the teachers and administrators of the universities.

"Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts," Henry Adams said, and he declared that no man, however strong, can serve ten years as schoolmaster, priest, or senator and remain fit for anything else. "All the dogmatic stations in life," he added, "have the effect of fixing a certain stiffness of attitude forever, as though they mesmerized the subject."

President Eliot, who perhaps did more for higher education in America than any other single individual and who had undoubtedly the hardest time doing it, once described his own faculty as a "ruminating animal; chewing a cud a long time, slowly bringing it into a digestible condition; then comes the process of assimilation which is gradual and invisible, so that bystanders do not perceive the growth and expansion of the animal." "The headquarters of Conservatism (with a capital 'C' he wrote it) are in the colleges and other institutions for teaching," he said further, adding that the conservative spirit in politics is not nearly as stiff and invincible as literary conservatism.

But more important than any other factor to account for present-day confusion in higher education, it seems to me, is the fact that higher learning in America today is the historical product of three great streams of influence upon

our institutions—each a priceless heritage, each not quite consistent with the others and each certainly not yet assimilated with the others.

It is important to understand these influences which have *mixed*, but not quite *mingled*, to shape the modern college and university. Until we can bring ourselves into some philosophical reconciliation and harmony of purpose about them we can have no real peace with our academic consciences and we shall only continue to subject our students to an indigestible fare.

Let me list them in our consideration of the student and his college of another day: the day of the past, the present and the future.

The first influence is that of the old colonial, the typical New England college, with its deep and personal concern for the individual student. The next is that of the pre-war German university, with its impersonal zeal for scholarship per se, its cold insistence on the subject matter of philosophy and science as the disembodied instruments of social progress. And the third great stream of influence has been that of the land-grant college with its homely emphasis upon service—mainly through vocation—to the state and nation.

Only this third is strictly native and distinctly American; both the others were wholly foreign in their origin and nature.

Strongest and most persistent of all these influences even to the present day in the thinking of many college presidents and professors is that of the traditional New England college—particularly the college of the 80's. For here, in essence, is an intellectual tradition that goes back through the centuries to Abelard and his golden glory; to Salerno and Bologna, and later to Oxford and Cambridge; to the Petit Pons, that little scholarly bridge which led to the later true University of Paris and which, wrote Guy De Bazoches in the 12th Century, "belongs to the dialecticians, who walk there deep in argument"—a dusty and delightful phrase.

In that era flourished the student guilds, drilled in doc-

trinal theology and the discipline of the trivium and quadrivium. One sometimes forgets, in his present dismay at the large numbers crowding the college campuses, that in the middle of the 14th Century there were more than 13,000 students at Bologna, and shortly afterwards at Paris more than 30,000.

Mingled with the lingering aura of medievalism, in this tradition of the New England college, there is the beauty that charmed scholars in the 14th Century Revival of Learning—with its enraptured emphasis upon an appreciation of the languages, the philosophy and the achievements of antiquity as the key to freedom of the spirit and the way to “the good life.”

To be sure, this humanism of the Renaissance was very different from the medieval goal of other-worldliness wherein, as Huxley said, “culture meant saintliness” . . . and “the education which led to it was of necessity theological.” “But after a time,” as Professor Boyd H. Bode has said, “a reconciliation was somehow achieved, and so the way was prepared for the conception of the Christian Gentleman, which became especially popular with denominational colleges and set a new pattern for education.”

This religio-humanistic ideal of the “Christian Gentleman” had been clearly developed within the older English universities before the beginning of the 17th Century. And this ideal, together with the kind of college which nurtured it, was transplanted bodily to the rude and inauspicious environment of the New Continent in the establishment of the first of the colonial colleges—Harvard, in 1636.

President William H. P. Faunce of Brown University, speaking at the hundredth anniversary of the founding of Alleghany College, described the establishment of the early colonial colleges—Harvard, then Yale in 1700, Williams in 1793, Amherst, Brown, Bowdoin, and the rest. He emphasized this thought as underlying them all: “Our early founders reproduced the ideal and method of Oxford and Cambridge universities which have for centuries aimed to ‘man the British Empire.’ They also brought from England

the idea of a college as a place of residence, where boys might eat and worship and learn and live together under the strict and constant supervision of their teachers."

Here is another aspect of the New England college ideal that abides to the present day—the thought that the best college is that in which the students live and learn together under tutors who will be guides, philosophers and friends.

This concern for the individual student was more harsh than humane in the very early years of these colleges. Calvinistic principles controlled the consciences of college presidents and preceptors. "The Puritan master, like the Puritan father, believed that he whipped Satan when he whipped a refractory boy, and he was only too piously glad to smite the arch-enemy who lurked beneath the skin of an undergraduate," said William R. Thayer in his book on "The History and Customs of Harvard University." Thayer cites Judge Sewall's "Diary" for a description of one of these floggings at Harvard in 1674.

"The culprit," he tells, "who had been guilty of 'speaking blasphemous words' was sentenced to be 'publicly whipped before all the scholars,' to be 'suspended from taking his Bachelor's degree,' and to 'sit alone by himself uncovered at meals during the pleasure of the President and Fellows.' The sentence was twice read before the officers, students, and some of the Overseers, in the Library; the offender knelt down; the President prayed; then came the flogging; after which the President closed the ceremonies with another prayer."

Time and change tended to soften the severity of these early attitudes toward students. The infallibility of theological doctrine was seriously sapped. Student rebellions were frequent, and successful. New viewpoints and new knowledge disrupted the rigidity of the narrow, old-time curricula. Chemistry led the van of the sciences to batter at the barriers of theological and strictly classical teaching. The biological and social sciences began to crowd their way in.

Despite these changes, the general pattern and purpose

of the colonial college, imported outright from England into New England, remained—and they remain today—as a positive and powerful influence in present day college ideals.

The essential character of that influence was well-defined by President Hyde of Bowdoin who expressed its apotheosis in his classic answer to the question: "Why go to college?"

"To be at home in all lands and all ages;" he said, "to count Nature a familiar acquaintance and art an intimate friend; to carry the key to the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make friends among men of your own age who are to be leaders in all walks of life; to lose one's self in generous enthusiasm and cooperate with others for common ends; to learn manners from students who are gentlemen and form character under professors who are Christian—these are the returns of a college for the four best years of one's life."

We come now to the second great stream of influence to shape the course of higher education in America—that of the German universities.

In America, two dates might be given for the inception of that influence. One might be 1819, when Edward Everett, who was graduated from Harvard with the class of 1811, took his Doctor of Philosophy degree at the University of Göttingen, the first American to be awarded that degree. The other date might be 1876, when the Johns Hopkins University was opened at Baltimore, to give only the Ph.D. degree at first.

In Germany itself, two dates likewise might be listed to denote the origins of that powerful new spirit in higher education which was to sweep the world of Western civilization. One would be 1694, when the University of Halle broke with medievalism to make German, instead of Latin, its medium of scholarly communication; substituted the study of Descartes and Bacon for Aristotle; embarked upon actual medical experimentation to replace the time-honored dicta of Hippocrates and Galen; and launched the first



empirical consideration of mathematics and physics. The more significant date, however, would be 1809, when in that great internal rebirth of the Prussian state, arising out of Napoleonic aggression, the University of Berlin was founded as conceived by those master minds, Fichte and Humboldt. Then followed Breslau in 1811 and Bonn in 1818.

In these universities high attainment in some branch of knowledge and the ability to advance that knowledge became the indispensable criteria. Neibuhr's "Roman History" was one of the first fruits of the University of Berlin under this new dispensation. Here Hegel, Schopenhauer and Lotze made over philosophy. Here Fechner and Wundt began the study of experimental psychology which led later to the establishment of the first psychological laboratory in the world at Leipsic. At Berlin, Müller introduced the microscope into the study of pathological anatomy, with enormous promise for the future. Here, too, Liebig (who founded at Giessen in 1824 the first real chemical laboratory) created a new chemistry; and Helmholtz, a new physics.

In all this conception, I beg you to note, the stress is upon subject matter, never the student, as the instrument of social progress. In Germany, the university considered its duties fulfilled when it provided lectures and laboratories and conferred degrees after specific examination. The viewpoint was one that assumed the maturity of the student, with little or no concern for his morals or manners.

Very early in the 19th Century, American students and scholars began to resort to these German universities which were alight with the fire of a new purpose and productive beyond belief in research.

I have mentioned Edward Everett only because he was the first in a mighty pilgrimage. Everett went to get philosophy, but German educational ideals found their way to America chiefly because it was in the German universities that the sciences found their best soil—and it was precisely in the sciences that America offered the most meager facilities for study.



These hundreds upon hundreds who flocked to Germany brought back with them the ideal of research and experimentation, together with the techniques of the lecture method in which large numbers of students could be accommodated, the seminar, and the laboratory bristling with equipment.

More especially they brought back the idea of scholarship as specialization: the breakdown of knowledge and study into highly discrete and specific subject matter which, as such, of course, has nothing to do with the classical function of knowledge as the way toward "the good life" or with the function of education as "the creative reorganization of experience," in the more modern definition of Professor John Dewey.

What these students brought back from Germany they quickly and fruitfully transplanted into the barren seed-bed of American education. Even the older, New England-nurtured college presidents were fully sensitive to the lack of something vital in their scheme. Edwin E. Slosson, in his book on "Great American Universities," tells of the founding of Johns Hopkins University which was the first in America to adopt in its inception the Prussian pattern.

"The founder had not defined his idea of a university or placed any limitation on the use of the fund except that the principal should not be spent for building," Slosson says. "The trustees accordingly asked Eliot of Harvard, Angell of Michigan, and White of Cornell to tell them what a university was and who should be its president."

"With remarkable unanimity all three of these gentlemen answered that a university was a very different thing from the institutions over which they presided, and that Daniel C. Gilman should be the president of it. They were right on both points. It was because of the lack of true universities in America that our graduates were going to Germany for their education."

It may be pertinent here to point out, as Professor Walter M. Kotschnig has done, that "the universities of all ages professed not only to advance knowledge but to produce an

*elite* in thought and leadership." No such aim to produce an elite, either intellectual or social, was in the plan or intent of those who founded the land-grant colleges of this country. They sought the democratization of education, and this goal they have achieved.

There are those, among them Doctor E. A. Bryan, President Emeritus of the State College of Washington, who date the real birth of the state university ideal, as we know it today, back to Thomas Jefferson. The Magna Charta of the whole movement, Bryan believes, was the charter of the University of Virginia, drawn by Jefferson in 1818. "Here," in Bryan's words, "was an attempt to give voice to the needs and aspirations of a people engaged in a great experiment in industrial democracy," and he says that Jefferson's voice was the voice of a seer.

Certainly no college in the America of 1818 was then rendering or had any practical thought of rendering the educational service which Jefferson envisaged. But it is probably sounder to accept, as the real charter of the modern state university, the simple and straightforward language written by Senator Justin Smith Morrill in the Land Grant Act of 1862, signed by Abraham Lincoln, which provided:

"That the proceeds of the land-grant sales were to be devoted to the endowment, support and maintenance of at least one college (in each state) where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the states may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The rise and spread of the land-grant college, I do not undertake to describe, but I should like to quote again the words of our own Doctor Thompson who will rank forever among its pre-eminent pioneers.

"The land-grant colleges did not have the ordinary background such as was common among the colleges of the older

type," he said. "They were not the setting up on a new soil of the same old type of house in which the fathers had lived for generations. This movement was not an effort to transplant from across the waters the type of institution that had greatly benefitted other people."

"Nor was this type of institution born of the existing colleges," he likewise reminds us. "The Land-Grant Act laid the foundation for a reform movement. Again we are reminded that no important educational reform was ever conceived and brought to maturity in a college."

The technologies of agriculture and mechanic arts could not be studied from books.

President Rightmire has said that the rise of the land-grant college was the rise of the laboratory method in American education. Here, of course, the German points of view and techniques of experimentation and research took hold most vigorously.

The land-grant college was envisioned as the servant of the state, to be an agency of public progress. President W. J. Kerr of Oregon State Agricultural College thus described the four-fold spirit of the institution: "The spirit of initiative—pioneering; the spirit of growth—progress; the spirit of equal opportunity for all—democracy; the spirit of helpfulness—service."

Democracy in education has been a hard-won struggle in America all along the line, from the common schools to the colleges. It has been a struggle against not only the selfishness of the privileged and the stubbornness of the ignorant, but also against the smugness of self-arrogated intellectual aristocracy and the shibboleths of academic respectability. Chancellor Samuel P. Capen of the University of Buffalo said that he "grew up in the days of academic snobbery," when it was "just barely respectable to be an engineer." And then, referring to the "rise of technical education in importance and dignity," he continued:

"The tables have been neatly and completely turned. Look now at the great university organizations of the country and what do you see? Engineering, agriculture, for-

estry, commerce, home economics, education, the great health services—these hold the front of the stage. They attract the bulk of the students. They absorb the major part of the appropriations. They carry the institution's reputation. Indeed, the distinctive contributions of America, to higher education, the contributions that are recognized throughout the world, have been made in this once despised field of technical education."

And now: "We are told on every hand that the American college is facing a crisis," Dean Gauss of Princeton remarked in his book on "Life in College," adding the amiable and apparently untroubled observation, "This is probably true, but it is also true that it has always been doing so." Crisis or no, we do face a problem in higher education too significant for dismissal in an easy epigram, it seems to me.

What are some of the aspects of that problem?

The first is the fact of numbers. Not *fewer*, but *more* students will throng the thresholds of our institutions. Mass education at the higher levels is here to stay. Germany discovered this after the fall of the Empire. England is finding it out, and France will, in our lifetime. Russia welcomes it with open arms.

Two things alone in America would insure it. One is the improving efficiency of the secondary schools and their enlightened social outlook. Another is the recruiting activity of a majority of the colleges. In the sudden overcrowding of their campuses after the World War, many of these colleges established stricter standards and restrictions of enrolment through more rigid selection of their students, but they are now embarked upon a campaign of almost terrified proselyting for more students—under the whip of depreciated endowments, declining enrolments, and the cramping economies forced by lack of fees. These same colleges were making just such a campaign 25 or 30 years ago. Their spokesmen appeared in every high school. That campaign bore fruits, and this one will too—extending far beyond what recruits they may muster at the moment.

Moreover, even if the present institutions, in an entirely

commendable effort to raise standards and improve the character of their work, do resort to stiffer selection of entering students, new institutions (both public and private) will spring up to meet the demand. Let us remember that the demand for mass production is a challenge, not necessarily a calamity. American genius has met it admirably in other areas—why not in education, once we really face it in that spirit.

The second aspect of our task, it seems to me, is to achieve some charity in our philosophy of higher education. There is little amity or agreement in this area among the professors in any one college or university in the country today, unless it be in the Catholic institutions.

The typical New England college, pictured in this paper, is really an abstraction. It was imported, tried and found wanting, insofar as its capacity to meet the needs of a great industrial democracy is concerned, and the colleges have yielded ground, sensibly, to keep abreast of the times. There is no such university in America today as Johns Hopkins, sired by the German ideal, started out to be. And the modern state university, born of the land-grant college, is a hodge-podge of all three with a tension of conflict in every meeting of the faculty. Yet we have seen how valuable for us are certain contributions that each has made. Remember the New England college, with its human concern for the student as an individual, with its insistence upon a friendly fellowship as a vital part of the process of learning, and the urbanity of its religious and humanistic objectives. Remember the influence of the German universities, with their zeal for unfettered and undiscovered truth, their discipline of thorough and uncompromising scholarship. And remember the land-grant college, as native to this land as the nobility of the Ordinance of 1787, arising to meet the needs of a nation that has glorified work rather than aristocratic leisure as the means of social progress.

These are the heritage of our educational history. How can they be preserved and reconciled?

In two ways, I venture with humility to suggest.

The first is this: Would we not come closer to some solution, take at least one step toward meeting our task, if we were to recognize frankly and generously that America need adopt no one pattern of institution? Why this constant quarrel and crusade for conformity? Is there no peace for professors except in the acceptance of some unattainable absolute?

Harvard and Yale today, with their Harkness millions, are building on this continent their conception of a new Oxford and Cambridge, with their clusters of small college units, each self-contained for the fellowship and comradeship of small groups of students and fine teachers. Let us be happy about this and bid them God-speed in their design, recognizing without envious self-comparison that there are not yet enough millions in America to do this for all our students, and that the experiment has yet to prove its value.

The University of Chicago is embarked upon an ambitious experiment. Almost alone among the institutions of the country, that university proposes to acknowledge the individuality and the maturity of its students. They are free, we are told, to study or not, as they choose; to select within broad limits the area of their study; and to move forward at the speed of their own inclination and ability. Epochal as is this advance, in my judgment, the plan will never and need never provide for the great majority of American college students. It will attract a certain type of student and accelerate enormously his ongoing. That is net gain, and enough.

President Arthur E. Morgan of Antioch College is likewise making his own distinctive contribution to the problem, and the breadth and generosity of his understanding seem to me unique.

"European education continues the old tradition of preparing small groups of educated intellectuals to lead a relatively inert mass," he says. "America has larger hopes. It is endeavoring somewhat blindly to explore the whole range of human capacities, to discover what can be added



to the life of *every* person to give it the greatest range, satisfaction and value.

"The proportion of young people attending secondary and higher educational institutions is five to ten times as great in America as in England, France or Germany. *Temporarily* our methods seem to serve mediocrity rather than the best intellectual ability, but the American ideal of inciting everyone to his highest possible level of activity in time will find expression in a *great variety of educational institutions* each endeavoring to give the best expression to some type of human energy. Limited objectives like those of Europe can more quickly bring excellence, but the American ideal *finally* will achieve greater dignity and range."

My second and final thought grows out of the first, and it is this:

Although it is no longer possible to mould, in this "great variety of educational institutions" which are required, a common end-product modeled on the colonial college prototype of "The Christian Gentleman," may we not still hold to that earlier concern for the student as an individual?

What institution today is really organized to meet the enormous problem of individual differences among its students? This, too, is a problem that grows out of the great number and variety of students who come to our campuses. At least two great leaders of an earlier time, each determined not to lose sight of human individuality as the focus of true education, were alert to this need.

"To ignorant or thoughtless people," President Eliot said in 1888, "it seems that the wisdom and experience of the world ought to have produced by this time a uniform course of instruction, good for all boys, and made up of studies permanently pre-eminent; but there are two strong reasons for believing that this convenient result is unattainable: in the first place the *uniform boy* is lacking."

And later, in a letter to Albert Stickney, he said: "I find that the best college course for each youth has to be expressly contrived for him with careful consideration of his school studies, his purposes in life, his inheritances and his



tastes. In my opinion, to direct a hundred boys upon the same course of study for four years in college is a careless, lazy, unintelligent, unconscientious method of dealing with them, and I will never again be responsible for the selection of a course of study intended for any such use."

President Harper of Chicago declared twenty-five years ago that "in the time that is coming provision must be made, either by the regular instructors or by those appointed specially for the purpose, to study in detail the man or woman to whom instruction is offered . . . ; to make a regular diagnosis of each student—a diagnosis," he said, "with special reference to his character . . . his intellectual capacity . . . his intellectual characteristics—to learn whether he is independent and original, or easily diverted, or rigid . . . his special capacities and tastes—to determine whether he prefers those aspects of study which are of the book type or those of a mechanical or those of a laboratory type . . . with reference to the social side of his nature to judge whether he is fond of companionship; whether he is leader or follower among his fellows," and so on.

President Harper said that such a diagnosis would serve as the basis for the selection of studies and would determine largely the career of the student.

Logically, therefore, the whole movement of "organized guidance," or personnel work, in higher education has developed—with the science of psychology at its base and with a common sense understanding of human nature, such as Eliot and Burton had, as its capstone.

No one who has tried to serve at once scientifically and sympathetically as an adviser to college students—and I speak from illuminating experience here—can view the status of higher education with anything but dismay except as he hopes and believes that sometime the personnel point of view can be carried into the heart of every classroom. The best of our teachers have always had this point of view, but the best are always too few.

Institutional adjustment to individuality is the fourth great stream of influence needed to remake the college world

entire. Its spirit will be that of the New England tradition broadened to the dimensions of democracy. Happily, its rise is evident.

James Bryce, writing of "The American Commonwealth" forty years ago, said this: "If I may venture to state the impression which the American universities have made upon me, I will say that while of all the institutions of the country they are those of which the American speaks most modestly, and indeed deprecatingly, they are those which seem to be at this moment making the swiftest progress, and to have the brightest promise for the future."

Here was the judgment, and the prediction, of a penetrating observer.

Higher education in America is yet young, with its beginning but three short centuries away. The physical frontiers of the nation have at length been won, but the frontiers of the mind and of social progress, as in all ages, are still beckoning. It is my own conviction that the colleges and universities, as never before, can be their outposts.

"Then ho, America," as Walt Whitman, that prophet of frontiers might say, "ho, for the student and his college of another day!"

## THE CHANGING SOCIAL ORDER AND ITS SIGNIFICANCE TO OUR EDUCATIONAL PROGRAM

H. L. SMITH

Stop, look, listen! From childhood we have all been confronted by this sign lifted at the dangerous crossings of our country. In the earlier days of simpler and less complicated modes of travel, such spectacular controls were not necessary. An ordinary sign indicating where the road led was sufficient. Earlier still, no sign at all was needed. The road itself sufficed, because there was no complicated network of highways. There were few places to which one could travel, and there were, therefore, few choices to be made, either of destination or of gateways to the destinations.

In life we travel two kinds of roads, the transportation highways already referred to and the symbolical roads that lead to destinations of development, thought, conviction, prosperity, justice, happiness, opportunity, welfare, fellowship.

In our modern social organizations these latter destinations are more numerous in their visualization than they were in pioneer days. They are now reached also—if reached at all—in more devious, subtle, and complicated ways than ever before. So great has become the diversity in the placement location of these destinations and so greatly have the methods of reaching them diversified that we are forced to uncover and label them in order to give even reasonable assurance of their possible utilization.

In the struggle to hold our grasp upon them and to realize their promises, new and more suitable instruments and institutions have been forced upon us even in addition to the modifications and adjustments that were made in our earlier and persistent institutions. Some of our earlier institutions have even been discarded, either because they could not or would not yield to urgent calls for flexibility and adaptation. The changes from pioneer times to the

present are marked and easily discernible. Likewise, some of the more recent changes. Many even of the very important more recent changes in trend, however, are so near us and have crept upon us so stealthily that they have become members of our family without formal or purposeful adoption. Some of these changes have risen like an unnoticed ocean swell and have almost suddenly ushered in a state of consciousness that something radical has crept up and engulfed us. Other changes have come as gauntlets thrown into our faces even before we were conscious of the first inklings of the basic provocations stimulating their eruption.

What is the range of these upheaval changes and of these seeping, penetrating changes of the more nearly unidentified type? They are scattered through the whole of our fabric of life. Some are social in character. Some are economic in nature. Some carry the label of *political*. These three fields are not isolated fields. They overlap. A modification in any one of them would stretch its rootlets across the boundaries of its own field and into the territory of the others. Certainly a significant change anywhere would be broad enough in its influence to exert pressure in the more strictly social sphere.

We can clearly, quickly recognize certain changes in the economic sphere. We learn soon about the closing of the bank and the consequent frozen assets and even ultimate total loss of savings to the depositors. We know when we lose our jobs and when we are no longer able to make income and expenses meet. We know when wholesale relief programs are launched. Our eyes are opened wide by the assumption on the part of government, as was the case during the World War, of the control of our food allowance. When we are told that our allotment of sugar and butter is in the hands of our government and that regardless of our financial standing no more than that allotment can be purchased, we are face to face with the change. Changes even in this field come at times, however, in subtler ways. An increase in the tariff wall may indirectly control supply to

the point where there is a forced deprivation. Such a change in the field of political control touches the economic field and exerts an influence in the more narrowly social field.

My theme is more definitely limited to changes of a more strictly social nature. Others on the program will emphasize changes in other fields.

What are some of the areas of the social empire that are now feeling the effects of modification, curtailment, addition? Their name is legion. Neither time, space, nor ability at my disposal will permit of an analysis even approaching adequacy. I can hope only for that degree of success that would result in a fair sampling of these areas of change and of a limited suggestion of the implications of these changes, particularly as they are related to educational opportunities and responsibilities.

The changes that I shall select for discussion, therefore, will relate to the following fields: population situations; the institution of the family; occupational shifts; agencies of social control; the field of spiritual values, including the moral and religious phases; certain aspects of crimes against self and society at large; and other phases of individual and general welfare and attitudes.

For what reason should we review these changes and their nature? They are already at work. Why further disturb either them or ourselves? Because the mere moving of attention only a short distance along the taut line connecting individual rights with group welfare causes an unbalancing of the whole social order and calls for a complex, myriad life adjustment looking toward a new balance in social, industrial, commercial, and political progress. This demanded readjustment or moving backward or forward between two extremes calls upon our people for preparation to re-create the social arts and to develop a real appreciation of and devotion to general welfare with full realization of both our old and our new ideals, tolerant and even appreciative of the opinions of others. We must be trustworthy and fair. The basis of this attitude is not only example; it is, likewise, an analysis of the social situations in order to

determine the right. The changes involve a redistribution of life's activities, a change in the things to be done, a change in the time to do them, and a change in the ways of doing them. Moreover, we cannot educate for a change without a multiple knowledge. First, we need the facts as to what the changes are. Secondly, we need to have a grasp of the causes back of these facts of change. Thirdly, we need a visioned or pragmatic plan of action for remedy. We need also to see all of the interrelations. An economic reorganization, for instance, means a political reorganization, and both of these mean social reorganizations, because they inevitably affect our attitudes, aspirations, standards, thoughts and actions.

In general, the changes that have come about have hinged upon the swing between that philosophy that would enthrone the individual, and that philosophy that would submerge the individual in the interest of group welfare. There are, then, these two types of human power—individual initiative and group activity. There are consequently two types of control—self-control and control imposed from the outside. When individualism becomes rampant, standardization is the brake that is applied to thwart social disintegration. When initiative is too much throttled, stagnation follows. Progress comes to a halt. Ideas are dormant. Between these two extreme points of view the pendulum swings. A balance is struck. Stabilization is temporarily accomplished. Life can work within the controls of this balanced machinery. When this shall prove to be too cramping, acting life pressures organize against it, seeking outlets. The result is a cracking of the social structure or a realignment of the repressive structure.

To meet certain conditions attention needs to be riveted on initiative, leadership, explosion, even. To meet other situations, attention must be riveted upon authority, control, direction, submission, following, adjusting.

Our social order was inaugurated by the rebellious. It was planted in a soil where individualism not only could flourish, but where continuance of existence depended upon

it. Later, when population became concentrated, it was controlled by an individualistic structure. Under this protection vast enterprises thrived. Competition flourished. It exhibited itself in many ways. It even ran down into the wage arrangement for laborers. Piece work and standardized wages were involved.

In the piece work basis of pay there was at first visioned only an individual freedom that would reward the faithful worker, but two evils resulted. The inefficient worker was squeezed out. The good worker was too often exploited and his health undermined. Then were ushered in instances of unscrupulous competition, cut-throat procedures in the process of competitive elimination. We found the same type of competitive evil emerging in our political arena and in the distribution of the rewards of social prestige and leadership. Civil service control and standardization represented a shifting of emphasis. With each shift of emphasis a realignment occurred, bringing with it its intended reform and remedies, but bringing with it likewise its by-product of attendant evils.

An adequate realignment involves both an analysis and a synthesis. Each of these processes may be undertaken on the basis of catch as catch can or on the basis of an ordered experiment. The old machine must in any case be torn down and rebuilt. In the rebuilding, some adjustments have to be made to regain harmony. These adjustments may be made through the process of trial and error, or through design and plan. In consideration of this question, we are face to face with another end of our original dilemma. Those who advocate a planned society would move far away from the point of view of individualism, and would advocate large, even complete control.

In this struggle some of our old institutions have undergone change that is particularly noticeable; for example, the church and the home. Moreover, new social institutions have been developed, such as the press, the publication of books and pamphlets, the movies and radio, the telephone and the telegraph, changed occupations, youth movements,



maladjustment of power to obtain essentials of life, new aggressiveness and a new consciousness of strength on the part of the masses, increased knowledge, rising standard of living, increased respect for women, more humane treatment of prisoners, organized care for the poor and for the sick, increasing recognitions of the rights of children, greater equality in the distribution of social privileges, removal of scourges by Pasteur and his work, transformation of transportation by inventions of men like Stevenson and the Wrights, the increase of poverty in the lower levels of society, raised age limits for children in industry, freer intercommunication between nations, a new hunger for a religious food that is not light-weight in sentimentalism and that is not waterlogged by a philosophy that denies, increased tendency toward adult education, limitation of immigration, concentration and shifting of population, difficulty in finding work on the part of the young, heightened stimulation that emphasizes excitement rather than contemplation, criminal delinquency among the younger of the population, growing diversity of interests and activities, decreased birthrate. Social consciousness of these modifications and additions should reflect accompanying social limitations, opportunities, and obligations.

Let us note for a moment some of the changes that have taken place in the family. Formerly, the arbitrary control exercised over the child was much more largely in the family than now. Then the authority was lodged in the father, and strict obedience was demanded. Here was training in submission to the will of another. Today there is a twofold tendency in child control in the family. One is to relax and to neglect control, the other tendency is to control through the cooperation of all members of the family. Control follows or grows out of joint family conferences. The social training the child gets in the family tends from one angle to be somewhat reduced today over pioneer times due to the tendency for families to be smaller now than they used to be; especially is this trend noticeable among city families. According to the findings of President Hoover's Research

Committee on Social Trends, the average number today is 3.84 persons to a household.

A sample study of 15,000 farm families indicated that they tend toward the old-time household in respect to numbers, with an average size in unbroken homes of 4.32 persons. Eighty-five per cent of the families had one or more children, and 35 per cent had more than two children. In the metropolitan areas, however, the average family numbered only 2.85 persons. Only six per cent had more than two children. Only 60 per cent had children. There are now in our total population two adults for every child, while a half-century ago the number of children exceeded the number of adults. This change was due to decreases in birth rate and to longer life. The implication is that we should be better able to give the proper attention to children including the giving of more adequate educational opportunities.

More than 12 per cent of married women add to the financial income of the family, either by working outside the home or by doing work for hire inside the home. The World War was followed by a 60 per cent increase in the number of married women working. The proportion of married women who were adding to the family income through their own occupation increased from five per cent in 1890 to twelve per cent in 1930.

Divorces, meantime, are rapidly increasing, thus adding to the social burden of broken homes. If the present trend is maintained, we may expect one in every five marriages of the future to end in a divorce. In the various states of the Union there are about 37 different legalized reasons for divorce. Nevada, through its divorce machinery at Reno, grants, according to the April number of *Fortune*, 1934, twenty-five hundred divorces annually. Education should have a greater place in the problem of study and action in relation to marriage and divorce in order that the family may, if possible, again be more firmly stabilized.

The church as an institution has undergone some modifications both in its appeal and in its attitudes. There has

certainly been a growth in religious toleration. I mean by that that each denomination is now more willing than formerly to concede that members of other churches have worthwhile spiritual care. The church has lost much of its former control over the conduct of its people. No longer does it reach for guidance purposes as large a per cent of the total population as it formerly did. This fact leaves upon other institutions the obligations of providing the values formerly left to church administration.

The check to immigration constitutes another social change. Since 1820, according to the National Labor Department records, 38,000,000 persons have migrated to the United States. But this immigration is ended. With its conclusion comes also the end to its further benefits or disadvantages. No longer will education be called upon to do the Herculean tasks formerly shouldered of giving these newcomers to our country the advantages they sought and of so familiarizing them with our culture that they could be assimilated to advantage. Only a decade ago, we were receiving over a half a million aliens annually, whereas now we receive annually not more than one-twentieth of that number. As a matter of fact, we have more emigrants now than immigrants. The former have been divided into three classes. Class one is made up of those who leave of their own accord without any stimulating fear. Class two leave of their own volition but are prodded by the fear of possible deportation. Class three is made up of those who are deported. We are expelling at the present time as many per month as we expelled during the whole of the year 1916.

Another set of changes has occurred in occupations. Formerly we were an agricultural people. Now we encompass a legion of different occupations. More than that, there is added the complication of passing occupations and of new occupations. An unexpected factor added to the whole problem is that of temporary unemployment and of future curtailed employment and its accompanying leisure. The problem of preparing for changing occupations is a grow-

ing responsibility for education. Before the present depression, one-fourth of our population, according to Deger-ton, were engaged in occupations unknown twenty-five years ago. We may feel confident also that many of our citizens will never go back to the kind of work they were in before the depression, and many of those who are now training will not have the opportunity to carry out their plans. The whole question of vocational training may be vitally affected as far as the nature of its future development is concerned.

The problem of interesting the workers more intensely in the objectives of corporations is perplexing to business executives. Such cooperation can be expected, claim the workers, only when corporation objectives include the workers' well-being to such a degree as to give the workers confidence in cooperation as a method in the realization of their own welfare. The price for this cooperation, say the workers, is a willingness on the part of executives to approach a partnership with the workers in the conduct of the enterprise.

There are serious educational implications in the realization of an adequate solution of this problem. Business executives are becoming more interested not only in fostering better training for workmanship but in the development of better all-round personalities in the workman, including the development of general intelligence, initiative and reliability. The master-and-servant relationship that has been objected to in industry can give way completely only in the wake of a modified type of educational opportunity both for executives and for workers.

There must be intelligent, sympathetic, enthusiastic leadership among executives if progress is to be made toward the development of the moral essential for such a consummation. Similar leadership must be developed among the employees also. The consent of the controlled is the basic principle underlying one phase of our new industrial and commercial venture, just as it has been at the basis of our political conceptions.

In spite of the alert efforts at social reform by churches, welfare workers, and a generally awakened public, crime shows an increase both here and abroad. This condition calls for the initiation of research study which promises to be fruitful. We need further information as to just what the facts in the case are. On the basis of these facts, we may be able to find a solution of the problem. So here we also see a definite educational implication of a changing social situation. Especial study should be made of juvenile delinquency. According to Mr. August Voelmer, professor of police administration at the University of California, statistics reveal that persons under 25 years of age commit 20 per cent of the murders, 55 per cent of the hold-ups, and 60 per cent of the burglaries. According to the November 27, 1933, issue of *The Christian Science Monitor*, poor housing conditions, poor movies, unemployment, and lack of education for social responsibility are listed today in the records of the United States Senate Committee on Crime Control as among the factors in the environment of young people which turn many of them to careers of law-breaking.

The interest of adults in further educational opportunities is another social trend that has educational implications. The American Association for Adult Education urges a country-wide study of the subject of rural adult education. The purpose is to bring more closely together the urban and rural interests in this line in America and to recognize the closeness of our problems to the adult education problems of rural and urban groups of other countries. Almost 60 per cent of 400 master farmers in 28 states, according to Mr. Landis in *The Christian Science Monitor* of April 11, 1933, hold that the solution of the main farm problems depends upon better educational opportunities for rural communities.

Parent education evidences promising beginnings but complete and adequate means of full realization have not yet been worked out. If rural life is to become attractive to any degree comparable with city life, by equalization of educational and recreational opportunities, not only

must schools for adults be provided, but greater opportunities must likewise be provided for boys and girls. Denmark seems to have solved this problem more completely than has any other country. In considering how best to handle the seemingly necessary trend of population back to the country or to the outskirts of the city, we should welcome the experience of all countries that have made attempts to solve the problem. A definite and feasible program of educational value and of leisure time value and interest is needed for the great numbers of unemployed.

In pioneer days the 24 hours of the day were largely divided between work and sleep. There was comparatively little time for leisure. The parents were up before daylight on the farm and they finished their chores after dark. During the planting and harvesting seasons leisure opportunities were scant. Some opportunities for leisure and recreational activities did occur during the winter season. With the improvement of machinery, surpluses are accumulating in all lines of production. The shorter day and the shorter week are becoming possible. As a consequence there is appearing an unallotted period of time. This time will be filled somehow. The proper use of this time in worthwhile leisure and recreational activities is of most importance. Reorganization of industry and business has in thirty years more than trebled the number of youths between 10 and 16 years of age thrown out of employment. Furthermore, youths under 16 years of age are now practically eliminated from industrial and commercial pursuits. In certain dangerous occupations they are banned until the age of 18. These released youths will have to be adequately provided for. Here particularly is an opportunity for educational help and guidance. Provision needs to be made for bridging the periods of unemployment on all age levels. Retirement from useful service tends to be reduced from age 70 or thereabouts to somewhere in the fifties. The indications are that we shall have more leisure than any people in the world have had, and that each succeeding generation will have still more. What is done with this time



will spell success or backsliding. Emphasis should be placed, therefore, on education for avocational activities as well as for vocational activities. Leaders must develop avocations, else they cannot inspire such in children. It will take strenuous education to change our present generation of leaders. Their heritage was built upon the hard work of the pioneer. But a stable civilization built upon a greater degree of leisure is facing us. What shall we do with this time—"time free for recreation and for self-chosen occupations"—time for passive enjoyment, or active or creative work along lines of one's interest, a leisure spent for one's own and for others' benefit. Leisure may either expand or contract life, either build or undermine it. Leisure, as well as labor, should have a place of respect. The task of teaching for the one may prove to be even harder than the task of teaching for the other.

This generation of youth has had shouldered upon it a particularly difficult heritage. Graft, inefficiency, war, have pyramided a staggering financial debt. To this has been added another huge debt in the moral realm, so youth has a right to be harnessed appropriately for the proper social reconstruction. Its forthcoming leisure will afford an opportunity for it to prepare to march forward to a degree of physical, intellectual fitness heretofore never attained. Without this preparation youth might easily become a liability debauched by unguided recreation or by amusements for profit. Some social obligations may possibly be safely postponed, not so with any individual's education. Leisure properly used is not only wholesome for the individual but it fosters new lines of consumption and consequently of employment. Leisure is, therefore, a matter of intense social concern and a challenge to education and social planning.

Changing social and economic conditions place a tremendous strain on the moral fiber and call for reemphasis on character education. Our governmental control by laws or regulations reveals a lack of vision on the part of government as to what is right or a lack of character on the part of the citizens. Our social organizations are in either case at



fault and should be corrected, else human welfare will continue to be threatened, justice will be bound, and civilization will totter on the brink of a precipice. Inordinate love of money, of physical comfort, of pleasure, or of prominence are secular pursuits. They leave out of account the spiritual values. For safety both lives and institutions must be erected upon sound spiritual values. We still have devastated areas within our midst—moral and spiritual jungles yet to be transformed into habitability. If we are to redeem the world from moral and spiritual diseases, we must first discover whether we can redeem ourselves from these same diseases. We must be taught so that we shall be stable enough to make and to adopt changes without resulting wreck. The wealth of the future should be pointed toward social responsibility. If such is not the case, power may be in essence the power of an absolute monarch over his subjects, because the control of power determines the extent to which there shall be equal distribution of opportunity to be educated, to be happy, to have a wholesome atmosphere in which to generate cultural tastes and moral character. Power must be controlled by the governor of loyalty, loyalty to self-discipline, loyalty to chosen and obtained occupation, loyalty to family, community, state, God. Self-interest must not be permitted to control the social order to the detriment of the group good. It is the obligation of education to contribute toward the desired end. The question arises as to whether education has in the past made the contribution to moral training that it could have made and that it should be expected to make. The change toward a greater social justice in any case must take its roots in the school room. We must not let the school perish in scarcity of spiritual soil. A renewed pattern of faith must be structured. Religion should more and more function in effecting the proper social adjustments. Warden Lewis E. Lawes of Sing Sing Prison says, "There is a missing link between education and character which our schools have not been able to discover."

Character has its most effective outlet in conduct. It is by what people do that we largely evaluate them. There are

two guides to conduct, knowledge of what to do and how to do it, and a desire and willingness to do, with the capacity to bring determination to do in line with this knowledge. In this material age we have been emphasizing, in the schools of the United States, the side of knowledge. We are now realizing that this knowledge must be energized by emotion and sentiment, so we are setting ourselves to this latter task.

Difficulties are besetting us in this task. We are called upon to analyze anew the traits of character that we wish to develop or release in the individual child or maturer citizen. Moreover, we do not know what content or activities can best be used for this purpose. Neither are we certain as to the best methods of teaching for character development. Through the ideal of work well done we are making one of our approaches, through the plan of pupil participation in school control we are making another. Still another avenue of approach to this problem is the Parent-Teacher Association, which links the school and the home.

The schools should clarify our spiritual ideals to keep them from all going down with the rest of our wreckage. What should be our social goal? Not, primarily, a multi-millionaire, not a career, but the consciousness of having fitted into a program for the betterment of the social order. Cooperation has been the dream of all the ages. It is the responsibility of the schools to move us nearer to that goal by emphasizing among other things the value of cooperation and by training for participation in the cooperative life. We have in our program of curricular activities in schools the machinery for training for cooperation, but we are not yet certain that we can supply the unerring guidance of that machinery in its operation—that guidance that can make mankind safe in the use of the machinery he has invented. The pathway from a society of unhampered individual competition to one of cooperation will of necessity be strewn with the castings of sloughed-off former values and traditions.

The schools from now on must carry an increasing burden

of character development. Education should continue to give facts also, but not in sterile, stagnant pools. These facts should be associated with each other and with all-round development of worthwhile abilities and elimination or modification of the undesirable. With this comprehensive ideal comes the recognition that education should be lifelong as well as universal. Education faces the task of appraising the social changes that have occurred, of looking into the future and anticipating further change trends, and of guiding in those changes. If the changes culminating in the new deal are not simply emergency matters but if these do in reality represent fundamental reorganizations of society, then education has a major duty to perform. The ideas basic to this change must be soldered into the very thought and feeling of a new generation, and a preparation for participation must be made. In this event economy should not be permitted to cripple educational opportunity. We must accept universal education as a strong arm of social welfare and as the instrument to safeguard our free institutions. Liberty and universal education are the bulwarks of our civilization. These are priceless achievements gained through generations of sacrifice. They must be passed on intact. Changes prevented by ignorance or changes stimulated by ignorance are equally dangerous. Education must continue to give us the best that has been known, said, and done in the world and it must prepare us for meeting what has not been known or done—what is new—the future. We now have pioneer work to do as had our fathers. These are times unlike any that we have anticipated or experienced. The schools must help us work through. Our tools must be clarity of vision and courage. If we are to have a new social order, a new system of indoctrination must be installed. The forward movement of such planning will compel us to awake out of our unpreparedness. If there is not a wide enough understanding of the new objectives, we shall have to train for it. To do this we must be able to comprehend these new objectives and to invent procedures with which to meet them. Education alone will not suffice. Edu-

cation must be supplemented. We must, for instance, teach our generation to read and then this ability must be followed up with a profusion of worthwhile reading material. We must train our youth in music and not neglect later to furnish them with music to satisfy that hunger or with access to the instruments that make possible the functioning of these created desires. So with the other arts. Even with the art of living, society has two obligations toward the youth. One is to give them the bent for right conduct. The other is to furnish them in life with the opportunities for exercising that bent.

It must be remembered, too, that social reconstruction demands educational reconstruction both for adjustment and for guidance of the movement. Our depression has set the stage for social reorganization and for educational adjustments needed. If we educate for a static society, we set problems and insist on our answers to them. If we educate for a changing world, we give practice in hunting problems, in recognizing them, in solving them, in setting for ourselves new problems. The question is "Shall we read in order to find out, or shall we read in order to question?" Shall we accept the old order or even the new, or shall we ask ourselves questions about both, arguing for and against and seeking correct solutions?

We need sounder curriculum materials that will serve as a basis for a better understanding of just what has happened to us during the present depression and how such future calamities may be avoided. It is not a curtailed skeleton curriculum that we need for this purpose. We need an enriched curriculum if the increasingly complex civilization of tomorrow is to be faced adequately. Can we afford it? Rather can we afford not to have it? Education always has risen out of social ideals. With any improved social order the school will have something better to transmit. But in this whole scheme the school should have its place in the process of planning. The schools should have a voice both in the development and in the perpetuation of the highest spiritual ideals—goals which in their present form as classi-

fied by the National Education Association Committee on Social Economic Goals of America are: hereditary strength; physical security; participation in an evolving culture; an active, flexible personality; suitable occupation; economic security; mental security; equality of opportunity; freedom; and fair play.

More specifically, what are some of the educational implications of our changing social order in the realm of higher education? At the present time, we have approximately 18 per cent of our youth of college age in college. No other nation of the world has approached this achievement. Some of the civilized nations of the world even anticipate further limitations to the number of their meagre higher education student groups. According to *School and Society*, January 6, 1934, Germany, by decree of Dr. Wilhelm Frich, Minister of the Interior, issued December 28, 1933, will limit matriculation in higher institutions of learning to 15,000. This is quite a reduction from previous practice. Only one woman student for every ten men students will be allowed. Some in our own country would support such a move here both on the grounds of economy and on the grounds that our schools in the past have failed to save us. But can we say our schools have failed? Is our social boat reasonably steady today as we navigate the treacherous rapids of change? If so, what made it so? Have the needy been ministered unto, then who ministered unto them, and what put us into the spirit of doing that? What has prepared us to give the most hearty cooperation to our officials in these most trying times?

We need to train better than heretofore our college population and we need to train more college people who really care about what happens in the world. The junior college has come into being as a result of pressure of great social changes. It represents a step in the more complete "democratization" our country seems destined to carry on to the limit. Its changing requirements lend it to the better education of a larger percentage of the population. Our changing social order, in pushing more of the youth out of occupations and back into school, will tend to replace the senior high

school with the junior college as the last full-time general educational opportunity for our youth. This is a prophecy. The junior college movement has come shielding and nurturing the thought that even higher education should adjust its offerings and its methods to the individual needs and abilities of all who apply for the privilege of higher education. The senior college will seemingly become more and more a period of specialization. College entrance requirements should be modified insofar as they interfere with the performance on the part of the elementary and high school of the task of character building and citizenship preparation—the essence of the new development in social policy. Even the higher institution of learning may have to add to its responsibility for intellectual training some physical, moral, and spiritual training also. A question now facing us is “Shall the university then be a character building agency?” Should the administration say to parents, “Don’t send your children to us unless their characters have been fashioned beforehand”? Shall the higher institution of learning eliminate pupils that show need of remedial treatment or should they set themselves the task of giving that treatment? Universities thus far have generally said that their duty is intellectual. They cannot afford to dissipate their energies in giving moral guidance or in exercising conduct control. The public high school now looks after the physical and moral welfare of its students. Preventive health programs safeguard physical and moral health for the protection of the individual and for the welfare of the whole group. The new social order may demand a shift of such attention a little farther up the educational ladder.

May I close by reemphasizing a thought that has permeated this paper, namely, that the school everywhere along the line has an obligation and should have an increasing opportunity to contribute in the councils of the nation to the development of social programs. Social changes certainly carry in their wake significant educational implications.



## THE EFFECT OF CURRENT ECONOMIC CHANGES UPON HIGHER EDUCATION

Q. A. W. ROHRBACH

### INTRODUCTION

The topic which has been assigned to the speaker for discussion is so far reaching that neither time nor space will permit the presentation of its numerous ramifications. So many phases of this subject are still in the realm of uncertainty that the writer will delimit the discussion to what appear to him to be major issues in higher education which confront executives as revealed by a survey and analysis of recent literature pertaining to the topic. No attempt will be made to discuss the development of the so-called "brain trust," compulsory military training in institutions, the changes in the entire educational system, or other problems which indirectly confront higher education. Instead, five major categories constitute the basis for this report; namely, policies, finance, staff, students, and inferences which can be drawn. Neither does the writer claim that the order of the categories indicates relative importance.

### POLICIES

Before an institution can function efficiently, certain policies should be established. The policy decided, it is possible for the administration to determine the curriculum and to select the staff. Eight different aspects are reviewed as follows: legislatures removing from boards and educational officers specific control over funds appropriated for higher education, mergers of colleges and universities, elimination of waste by competition and substitution of cooperative arrangements, coordination within an institution by removal of unwarranted specialization, the "depression college" movement, opportunities for adult education,

The writer's indebtedness to Carl Morneweck, assistant in educational administration, and William Duck, graduate student in the department, is recognized here.



placement of unemployed graduates for community services, and junior college growth.

1. REMOVAL BY LEGISLATURES FROM BOARDS AND EDUCATIONAL OFFICERS SPECIFIC CONTROL OVER FUNDS APPROPRIATED FOR HIGHER EDUCATION

Two distinct examples of legislative action thwarting ease of operation and administration are illustrated in Indiana on the one hand and by California and Ohio as a second type. The Indiana Law of 1932 gives the outside budget committee wide powers over future curricular expansion and the determination of quality and service of professors, insofar as apportionment of salaries by former boards is concerned. (1:9)<sup>1</sup> Unusual power is given to the state director of finance as in California (2:656, 675-80, 844, 847-48) and Ohio. (3:135-36) In each case the president and the board of directors are subject to his authority and direction. The danger lies in the fact that all state agencies are subject to the state director's authority and direction which results in all state agencies courting his favor, consequently setting up a vicious political situation. Neither of these plans operate for the best interests of education.

2. MERGERS OF COLLEGES AND UNIVERSITIES (4: 404-8)

A policy which some institutions have adopted as a means of greater efficiency of operation has been that of consolidation. Consolidation has involved institutions in all sections of the United States. Methodist colleges in Arkansas, Kansas, Mississippi, Missouri, and Texas have united, forming systems with strong four-year colleges and affiliated junior colleges. The Southern Presbyterian colleges in the Carolinas and Texas have followed similar procedures. In the university field the following mergers have materialized: the New York Post-Graduate School and Hospital united with Columbia University, Oxford College fused with Miami University, the Rochester College of Optometry merged with the University of Rochester, while New Orleans University and Straight University became Dillard

<sup>1</sup> Refers to bibliography at the end (first reference, p. 9).

University. Two cases of theological seminary mergers are on record with Lane and Presbyterian uniting, as well as the Pittsburgh and Xenia institutions becoming the Pittsburgh-Xenia Theological Seminary.

### 3. ELIMINATION OF WASTE BY COMPETITION AND SUBSTITUTION OF COOPERATIVE ARRANGEMENTS

Surveys of the colleges of the United Lutheran Church and the Methodist Episcopal Church have been made with a view to establish a coordinate system with its sister institutions as well as a program suited to its own immediate purposes. (5)

In New York there is an agreement among institutions to avoid duplication in engineering education. Not only are the colleges cooperating but even the American Telephone and Telegraph Company. (6) Likewise efforts are being made to avoid duplication in Pittsburgh and Philadelphia.

The University of Chicago and Northwestern University are attempting to avoid overhead and unnecessary competition by sharing certain facilities. (7)

In North Carolina the colleges have an agreement to cooperate in extension work, purchases, and general management.

The City of New York found it necessary to close three teacher training institutions. (8) More than 2,000 students were transferred to municipal colleges, largely Hunter, Brooklyn, and city colleges. The 131 members of the staffs are being transferred to secondary school positions, while the buildings will be used as high schools.

Many four-year colleges have lately organized as junior colleges. This movement seems to have been most pronounced in the case of Missouri where by 1932 the number of privately controlled junior colleges reached thirteen. Recent instances of like procedures are Anderson College, Blue Ridge College, Colorado Woman's College, and the College of St. Genevieve-of-the-Pines. (5:59)

Oregon has a unique organization with the work of six campuses under a single chancellor. The new organization

comprises the state college at Corvallis, the university at Eugene, and the medical school at Portland as a unified university; the two junior colleges at Corvallis and Eugene offer courses under a single head, while the three normal schools have been converted into a coordinated system with one head. (9:217-22)

In Massachusetts the state divides its land grants between the Massachusetts State College (for agriculture) and the Massachusetts Institute of Technology (for engineering) rather than to build up a duplicate engineering course even though the latter is a private institution. (5:60)

Cooperative curricula have been worked out at Ohio State University with ten other colleges in Ohio. One distinctive feature of this plan is that under which the student spends three years at the college, then he spends his fourth year at Ohio State University, but returns to his original college to be awarded his degree. (5:61)

In Oregon we find Reed College and the Portland Art Association both granting degrees to a student who follows the five-year curriculum. (5:61)

Harvard and Yale provide a combined course in law and in business. It involves attendance at Harvard the second year while the other three years are spent at the New Haven Institution. (5:61-62)

#### 4. COORDINATION WITHIN AN INSTITUTION BY REMOVAL OF UNWARRANTED SPECIALIZATION

The University of Washington reorganized its whole system by reducing its thirteen schools and colleges to four, and its fifteen deans to four. The present organization is composed of the schools of arts and sciences, technology, law, and graduate. This reorganization has made fewer stenographers and secretaries necessary, thus cutting down further on overhead expenses. (10:458)

Reeves (11:191) comments favorably on the present tendency toward organization with divisional departments such as we find at Carleton College, the University of Chicago, Colgate University, and Reed College. He maintains that

there are several distinct advantages to such an organization. First, the divisional chairman may administer related subjects to bring about correlation of the departments involved. Second, overlapping of courses in different departments can be prevented. Third, the divisional organization helps to cut across departmental lines in survey courses. Lastly, a divisional organization makes possible a better student program than is generally found.

A reaction is taking place toward undue freedom of choice in electives and a substitution of comprehensive courses in the junior college, or first two years, for group requirements. In the senior college, or the last two years, the departmental majors appear less frequently and substituted for it, there are divisional curricula leading to final comprehensive examinations. This procedure cuts down the number of courses offered the first two years and prevents overlapping of courses regularly offered the last two years by the adoption of the divisional organization. (5:70)

#### 5. THE "DEPRESSION COLLEGE" MOVEMENT

Four "depression college" centers in New York State were formed by the State Temporary Emergency Relief Association and the State Department of Education. The Emergency Relief Association is allotting fifteen dollars per week to each of eighty-six college and post-graduate trained persons to act as teachers. The work given will permit unemployed students to receive credit at state schools. (11)

The plans at White Plains typify the procedure of admittance and the granting of credit. Both students and teachers shall come from the ranks of the unemployed, and eligibility for admission in any other institution is a requirement for both student and teacher personnel. The classes are conducted in high school buildings during the late afternoon and evening for a period of eight weeks, but each subject is given sixteen weeks at the City College. (12) The reception of the plan at White Plains is indicated by the fact that 200 students enrolled and 53 persons applied for teaching positions. (13)

The movement in the state of New York shows no signs of diminished popularity. The center established at Nassau offered training to many unemployed persons of whom ninety per cent could not have paid tuition at other schools. Contributions are being received from private as well as from state sources, and indications point toward a permanent center where one of the outstanding objectives is the theatrical project designed to round out the cultural development of the locality. (14)

A cross between the regular college and the "depression college" is illustrated by the "sundown college" in Gary, Indiana, where the high school buildings are used for collegiate classes from 3:00 to 9:00 P.M. Both employed and unemployed can take advantage of this opportunity by paying a yearly tuition fee of about \$150. The curriculum offered is of the accredited four-year type. (15)

Depression colleges present a real problem as far as receiving credit is concerned, and some disposal of the problem should be made. Even though the quality of instruction is equivalent to recognized institutions and students cover the work equally as well, the question still remains about the acceptance of credits when students paid little or nothing in the way of tuition. It presents a serious problem for regular institutions which must rely on income for their existence. Furthermore, if credits are acceptable, it works a hardship on the student who attends recognized institutions and who pays regular tuition fees. This factor will have to be solved by accrediting agencies.

#### 6. OPPORTUNITIES FOR ADULT EDUCATION

Institutions of higher learning have recognized the need for adult education in higher education and have provided educational facilities in two general ways. The first is offered in the regular work of the institution while the second method is through lectures given by staff members.

Certain departments of Rutgers University offer courses to unemployed residents of New Jersey over thirty years of age. No fees need be paid, but if the student carries the re-

quired work and passes the regular examinations, he may be granted a degree in the future by the payment of tuition fees. (16) Washington and Jefferson College has a similar plan except that students are not admitted to classes having laboratory fees. (17) Russell Sage College graduates may likewise return for additional work in the undergraduate department without charges. (18) Harvard has offered courses for its graduates in the Business School. They pay regular tuition but are permitted to enter the second year work after one semester and one summer session. This offering has been accepted largely by executives. (19) The work on these institutions represents adult opportunities of the first named type.

The Boston University Club offered a unique lecture series to persons in the Boston area. The staff of Harvard and Boston University collaborated in offering the program which is primarily cultural. Included in the series are "Understanding the Present Economic Situation," "The Psychology of Everyday Life," "Keeping Up with Science," "Understanding Germany," "Conversational French," and "Conversational Italian." The fee is very nominal, and persons enrolled may bring guest students to classes which are not crowded. This is but one instance of lectures offered to adults by the teaching personnel of our colleges and universities.

#### 7. PLACEMENT OF UNEMPLOYED GRADUATES FOR COMMUNITY SERVICES

Colleges and universities are doing much to aid their unemployed graduates to render services to the community in which they are located. More than a third of the 1,500 colleges and universities canvassed by the Federal Office of Education have undertaken broad social programs or are offering courses for the unemployed. One of the best examples of such a program was that begun last year by the University of Minnesota in conjunction with the State-aided Employment Stabilization Research Institute. They have been placing between 600 and 1,000 persons per month in Minneapolis, St. Paul, and Duluth by giving in-



dustry the most scientific personnel selection ever created. The three projects undertaken were a study of the economic aspects of unemployment, a diagnosis of industry to retain the unemployed, and the development of public employment agencies. (20) This is but one of a number of examples of community services provided by institutions of higher learning.

#### 8. JUNIOR COLLEGE GROWTH

A pronounced growth in both the number of institutions and the students enrolled is manifested by the junior college. Eels (21:198-99) in a survey found 408 junior colleges in the United States in 1928 with an enrolment of 50,529. In 1933 he found 497 institutions or an increase of 121.8 per cent, whereas the enrolment was 106,016, representing a 212 per cent increase in student body. The junior college apparently is here to stay and serves a definite function in promoting higher education.

#### FINANCE

Most persons agree that higher education should strive for individual adjustment in laying the foundations for the future structures of the social order or in improving the existing social structure. Despite this idealism, the college or university must first face the problem of finance as a means to this end. Even though the problem of financing an institution seems secondary to our ultimate objective, the cruciality of the problem makes it worthy of discussion. This phase of the report will deal with the problem of revenue, expenditures, and indebtedness.

#### 1. REVENUE FOR THE SUPPORT OF HIGHER EDUCATION

(a) *Total Revenue.* The worst of the depression had not struck the colleges before the close of the fiscal year ending in the summer of 1931. Only 227 institutions reported a diminution of income ranging from 5.26 per cent to 5.06 per cent. The reduction for the entire country, however, was only one-fourth of one per cent. (22:310-11) The year 1933-34 presents an entirely different picture. Badger (23)



reports that seven out of every nine institutions report lower revenues than in 1932-33. As a whole the decrease will be 39 per cent less than in 1929-30. The median decrease for public colleges and universities is 38 per cent, for private colleges and universities it is 20 per cent, for teacher training institutions the shrinkage is 32 per cent, and for junior colleges 25 per cent. One teacher training institution expects as little as 30 per cent of the revenue received in 1932-33; in public institutions the range is from 50 per cent below the normal income to 10 per cent more, while in private institutions the change in income scatters from 60 per cent below to 20 per cent above. Thomas (24:213-14) made a similar study of state supported schools over the three-year period from 1931-32 through 1933-34. According to the data, the median decrease for the three-year period is 26.25 per cent. The greatest decrease (53 per cent) occurred at the University of Wyoming while the slightest decrease (6.9 per cent) was at Princeton. All these facts reveal decided, if not drastic, decreases in most cases.

(b) *Income from Tax Revenue.* Institutions relying on taxation find themselves confronted with the problem of tax delinquency, reaction against the general property tax, central control of local and institutional expenditures by legislative mandate, and resistance toward heavier taxation for educational revenues. (25:434) On the other hand, the National Conference on the Financing of Education (26:29-30) recommends:

It is important that there be a scientific approach to the measurement of need and that there shall be a thorough coordination of higher education with secondary and elementary education. . . .

These considerations should be included in a statewide survey—to the end, that not the least of the results of such study should be an increase in the economy of educational organization and a more sound basis for the claim of public support.

This is especially true of the principles relating to taxation, to state support, to Federal and to local initiative, and to constructive economy. It is imperative that the nation cease to regard the educational process as two separate things—public education and higher education. Education should be looked upon as a single unified program maintained for the general welfare of society.

(c) *Income from Endowments.* The private institution has relied on endowments as a substantial source of income. A decade ago one-fourth of the income of all colleges came through this channel. (27) Investments of private institutions have shrunk so that a recent study of endowment funds of thirty representative colleges and universities concludes that:

*There are not a few colleges that have been so weakened by the financial snarls in which they have lately become enmeshed that their very existence is contingent upon new gifts to their endowment funds. But gifts to philanthropy in the United States, which exceeded two billion a year from 1923 to 1929, are now gradually diminishing in number. . . .* (28: 16-17)

(d) *Tuition as a Source of Income.* Tuition has been the chief source of income during the past decade. Even in 1923-24 one-half of the total income of colleges was from student fees. (27) Cowen (29:737-40) studied the relative tuition in terms of cost percentage paid by students in 109 private and 47 public colleges and universities from 1910 through 1930. His comparisons were made on the following bases: public and private institutions, by size of endowment groups in private schools, by enrolment groups in private schools, by sex of students in private schools, by geographical groups in private schools, by endowment groups in public schools, and by enrolment groups in public schools. For the present purposes comparisons are made between the data he collected for 1920 and 1930. The data reveal these facts when considering relative tuition in terms of cost percentage:

(1) Students in private schools pay about 34 per cent more of the median cost than those attending a public college or university. In each case there has been a slight increase in the cost borne by the student, namely eight per cent in the private institution and five per cent in the public type.

(2) Comparing endowment groups, it is seen that in three of the four classifications the student bore a greater share of the median cost. The range is from an eleven per

cent increase in schools with an endowment of less than one million to a decrease of three per cent in situations where there is an endowment exceeding five million.

(3) There has been an increase in relative median tuition costs regardless of the enrolment classification. The range is from nine per cent in schools with less than 700 students to three per cent where there are over 3,000 students.

(4) Only in the case of women's colleges has there been a decrease in median cost, namely four per cent. On the other hand costs have increased by nine per cent in men's colleges and ten per cent in coeducational institutions.

(5) Relative median tuition costs seem to have increased uniformly in all sections of the United States. There were increases of ten, two, and four per cents in the East, South, and West respectively.

(6) Public colleges and universities show a rise in median cost for students of seven per cent when there is less than one million endowment and one per cent in cases where the endowment is over one million.

(7) Students in public institutions experienced increases in median tuition costs of seven per cent when enrolments were 3,000 or below and four per cent when enrolments were above 3,000.

In spite of the fact that students pay proportionately more of the relative cost than in the past, tuition rates have not fluctuated greatly during the recent five-year period. Badger (30) found only ten per cent of all schools increasing their tuition during the school year 1932-33. Tuition costs set even new lows during the summer session of 1933. This was especially true in Columbia, Pennsylvania State College, and the University of Georgia. The total expense at the latter institution was only \$41.50. (31) New York City authorized free summer sessions in 1933 at Brooklyn, Hunter, and city colleges. (32) On the other hand, New York State authorized tuition charges for special summer sessions in their state colleges and normal schools (33) and North Carolina abandoned free tuition in its state supported institutions. (34)

Figures available for the present school year show tuition costs ranging from \$365 in a privately controlled college for women to \$57 in a publicly supported college for women. (35)

The Joint Commission on the Emergency in Education (26:28-29) made distinct recommendations concerning student tuition. They were of the opinion that higher education is a public function and as such deserves further study. Their report states, "Whatever is the outcome of such study, any tendency to increase tuition charges at the present time is to be regretted, since it denies some well qualified students the opportunity to continue their education."

## 2. EXPENDITURES FOR HIGHER EDUCATION

(a) *Expenditures for Current Expenses.* Institutions are attempting to keep their expenditures within their income insofar as possible by affecting economies or by forced retrenchments. In 1932-33 no new construction was being done except where special funds were available. Schools were postponing the buying of library books, also reducing expenditures for travel, clerical help, office expenses, publicity and publications, research, and extension and correspondence work. (36:464-65) All expenditures were cut five per cent in public universities, teachers colleges and normal schools; private institutions experienced a five to ten per cent cut; one denominational college even suffered a reduction of fifty per cent. The general cut in all types of institutions was five per cent. (37)

By 1933-34 even more drastic reductions occurred. Expenditures for educational and general purposes (excluding capital outlay) were lower in five out of every six institutions. The reduction over the preceding year was as follows: for all schools—nine per cent, for public universities and colleges—ten per cent, for private colleges and universities—six per cent, for teacher training institutions—thirteen per cent, and for junior colleges—five per cent. These reductions affected especially research expenditures, extension

work, and correspondence courses; in many cases they were placed on a self-supporting basis. (38)

(b) *Indebtedness of Institutions of Higher Learning.* Badger (39:2) studied the trend of indebtedness of institutions of higher education from June, 1932, to June, 1933. The information according to type of institution and the tendency toward eliminating debts is shown in Table I.

Badger reaches these inferences:

... it is shown that of 147 institutions which reported indebtedness one or both years, 20 neither increased nor decreased it, 58 increased their indebtedness by a total of 10.6 per cent, and 69 made a reduction amounting to 6.6 per cent. The net result is a decrease of nearly two per cent in the amount of indebtedness of all sorts. . . .

In addition to the 147 institutions carried in this table, 87 schools reported definitely that they had no indebtedness in either 1932 or 1933. These include 6 public and 11 private universities and colleges, 62 teachers colleges and normal schools, and 8 junior colleges. No data on this point are available for the remaining 114 institutions listed in this circular. (39: 2)

(c) *Expenditures for Capital Outlay.* Colleges and universities making investments in capital outlay during the past year have been in the minority. Of the 304 institutions reporting to the U. S. Office of Education (39:14-18), 109 or 35.9 per cent have made appropriations for capital outlay. Twenty-eight of the 62 or 45.2 per cent of the public institutions have done so, likewise 44 out of the 141 or 31.2 per cent of the private schools, and also 37 out of 101 or 36.6 per cent of the teachers colleges and normal schools.

Assuming that capital outlays are necessary, institutions realizing expansion is necessary in the near future should capitalize on the opportunity during the present period. Both building costs and the price of land are much lower during periods of depression than in times of prosperity. At the same time building programs relieve local unemployment situations. (40:207)

#### STAFF

The staff of the university or college is the most important single factor in its success. Approaching this problem

TABLE I  
INDEBTEDNESS OF INSTITUTIONS OF HIGHER EDUCATION, 1932 AND 1933\*

ITEM	TYPE OF INSTITUTION				
	UNIVERSITIES AND COLLEGES		TEACHERS COLLEGES AND NORMAL SCHOOLS	JUNIOR COLLEGES	ALL INSTITUTIONS REPLYING
	PUBLIC	PRIVATE			
Number of institutions.....	18	106	6	17	147
Amount of indebtedness					
1932.....	\$5,374,772	\$40,238,144	\$698,848	\$1,395,488	\$47,707,252
1933.....	4,990,259	39,705,295	583,619	1,601,505	46,880,678
Per cent of increase.....	—	—	—	14.8	—
Per cent of decrease.....	7.2	1.3	16.5	—	1.7
Schools reporting no change in in- debtedness, 1932 to 1933.....	2	17	0	1	20
Increasing indebtedness, 1932 to 1933:					
Number of schools.....	4**	45	3	6	58
Per cent of increase.....	25.2**	7.5	2.9	77.2	10.6
Decreasing indebtedness, 1932 to 1933:					
Number of schools.....	12	44	3	10	69
Per cent of decrease.....	16.1	4.9	64.9	15.8	6.6

\* (39:2)

\*\* Does not include one publicly controlled institution which borrowed from its own endowment fund for building purposes.

from the materialistic point of view, undesirable as that may be, one finds from about fifty to eighty per cent of the budget is allotted to instruction. This then presents a real problem, and for our present treatise it will be discussed in terms of the following: reduction of staff members, academic unemployment, salaries, and research. These pertain directly to our discussion.

## REDUCTION IN THE TEACHING PERSONNEL

The arrival of the academic year, 1932-33, marked the real advent of reducing the size of faculties. The most common procedure was the failure to renew annual appointments. Leaves of absence with pay were postponed or denied while sabbatical leaves without pay were encouraged. (41:464-65) In 36 institutions the average reduction in the teaching staff for the year 1932-33 was 3.2 per cent. (42) Table II (39:1) shows the reduction taking place over the preceding year in 321 institutions reporting to the U. S. Office of Education. Examination of the table reveals that there was a net reduction of 4.2 per cent in all institutions. The greatest diminution in staff, namely, 5.1 per cent, occurred in the 63 public colleges and universities while the lowest shrinkage, 1.7 per cent, appeared in the 31 junior

TABLE II  
TOTAL NUMBER OF OFFICERS AND TEACHERS, INSTITUTIONS OF HIGHER EDUCATION, 1932-33 AND 1933-34\*

TYPE	SCHOOLS REPORTING	STAFF MEMBERS		CHANGE	
		1932-33	1933-34	NUMBER	PER CENT
Universities and colleges:					
Public.....	63	11,883	11,282	-601	-5.1
Private.....	134	7,995	7,683	-312	-3.9
Teachers colleges and normal schools.....	93	5,220	5,043	-177	-3.4
Junior colleges....	31	589	579	-10	-1.7
Total.....	321	25,687	24,587	-1,100	-4.2

\* (39:1)



colleges submitting data. The number of schools increasing the staff was so small that no mention to them is given in the report.

Ohio State University is illustrative of what occurred in institutions, inasmuch as 236 positions were abolished and 73 other employees were placed on a part-time basis. Seven veteran members of the faculty were reduced to emeritus rank. Regular teaching positions abolished ranged from instructorships to full professorships and numbered 57 in all. Fifty-two on the non-academic and 127 on the junior staff were ordered dismissed. (43:208-9)

#### THE PROBLEM OF ACADEMIC UNEMPLOYMENT

Academic unemployment has become a real problem inasmuch as the teaching personnel has been materially reduced the past two years. Even in the year, 1932-33, a survey of 61 colleges and universities shows that the prevailing policy was not to fill any vacancies and to drop instructors and assistants. In addition to those dropped, some 2,000 received their Ph.D. degree with very few positions to be filled. (44:110-11) Schlichter (45:374-80) of Harvard calls attention to the fact that the problem is not being solved but merely shifted, in that fellowships available are given to the man at the break between his graduate work and independent teaching, at the expense of the senior about to enter graduate study or the person in the midst of it. He suggests a two to three per cent contribution from faculty members at institutions where no salary reductions have occurred and the establishment of a fellowship fund for research purposes to be given to the unemployed, especially persons from the Southern and Middle Western universities which have suffered most. Much could be done to alleviate this condition.

#### SALARY REDUCTIONS

Salary decreases became noticeable in the academic year, 1932-33. The average for 200 schools was five to seven per cent while some institutions reported decreases totalling more than 50 per cent. (46) This reduction was more drastic

in the South than in the North and West. A comparison of 47 Southern colleges with 52 Northern and Western institutions revealed professors' salaries to be one-third less. (47)

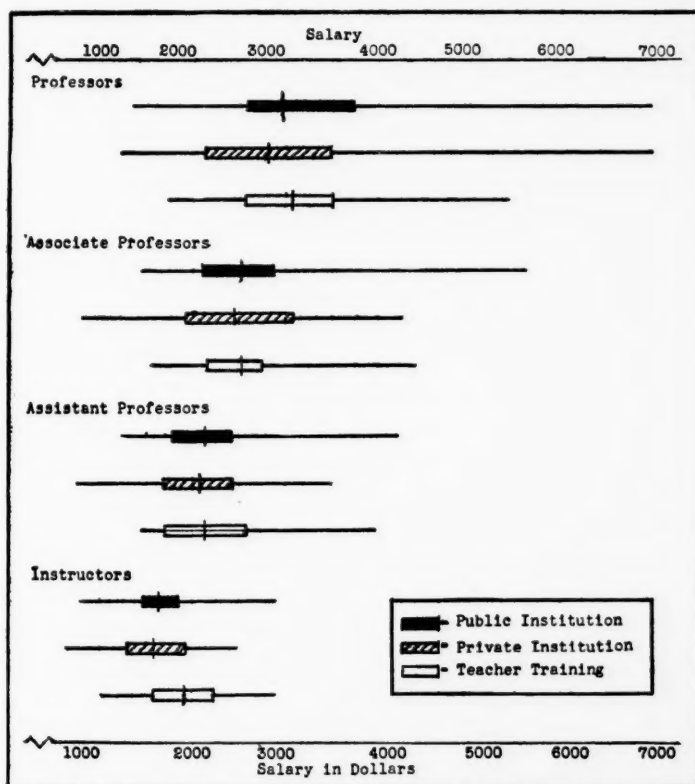


Figure 1. Salary Ranges and Quartiles for Various Teaching Ranks in the Different Types of Institutions of Higher Learning during 1933-34

The present academic year possessed the most drastic cuts yet to be felt. From information gathered (39:9-13) in the U. S. Office of Education, Tables III, IV, V, and VI in this paper have been prepared to show the present status of salaries and salary reductions.

Table III and Figure 1 indicate that salary quartiles are highest in public institutions or teachers colleges and

TABLE III  
1933-34 SALARIES\* BY QUARTILES FOR VARIOUS PROFESSORIAL RANKS ACCORDING  
TO TYPE OF INSTITUTION

RANK	TYPE OF INSTITUTION											
	PUBLIC				PRIVATE				TEACHERS COLLEGES AND NORMAL SCHOOLS			
	Q <sub>1</sub>		Q <sub>3</sub>		Q <sub>1</sub>		Q <sub>3</sub>		Q <sub>1</sub>		Q <sub>3</sub>	
	Q <sub>1</sub>	Q <sub>3</sub>	Q <sub>1</sub>	Q <sub>3</sub>	Q <sub>1</sub>	Q <sub>3</sub>	Q <sub>1</sub>	Q <sub>3</sub>	Q <sub>1</sub>	Q <sub>3</sub>	Q <sub>1</sub>	Q <sub>3</sub>
Professor .....	\$2578	\$3220	\$3738	\$2110	\$2794	\$3458	\$2550	\$3046	\$3496	57	113	58
Associate Professor .....	2095	2512	2850	1920	2454	3083	2150	2520	2750	54	79	46
Assistant Professor .....	1793	2132	2442	1692	2073	2431	1704	2138	2575	55	71	45
Instructor .....	1457	1638	1855	1296	1594	1925	1581	1918	2238	53	89	65

\* Salaries to nearest dollar.

TABLE IV  
SALARY RANGES IN 1933-34 FOR DIFFERENT PROFESSORIAL RANKS ACCORDING TO TYPE OF  
INSTITUTION AND SECTIONAL AREA

RANK	TYPE OF INSTITUTION					
	PUBLIC		PRIVATE		TEACHERS COLLEGES AND NORMAL SCHOOLS	
	LOWEST	HIGHEST	LOWEST	HIGHEST	LOWEST	HIGHEST
Professor .....	\$1323-SC	\$7000-MA	\$1200-P	\$7000-NE	\$1700-SA	\$5400-MA
Associate Professor .....	1427-SC	5600-MA	800-NC	4250-NE	1556-NC	4400-MA
Assistant Professor .....	1080-SC	4200-MA	750-NC	3500-NE	1450-NC	4000-MA
Instructor .....	800-SC	3000-MA	640-PI	2500-NE	1000-SC	3000-MA

NE—New England States, MA—Middle Atlantic States, SA—South Atlantic States, NC—North Central States,  
SC—South Central States, PI—Plateau States, P—Pacific States.

normal schools. This is true in all cases except that the upper quartile for associate professors and instructors is highest in private institutions. A differential also exists at the points obtained. Rank and salary are consistent but the differential according to rank is not uniformly scaled.

Great salary ranges which are not indicated exist, especially in the private institutions. Salary ranges by rank and type of institution are indicated in Table IV and Figure 1. The highest most common salary for all ranks exists at Brooklyn College, a public institution. Amherst, however, has the same high of \$7,000 on the professorial level, while the Trenton and Jersey City Teachers Colleges maintain a high of \$3,000 for their instructors, as well as Brooklyn. Associate professors' salaries of \$5,600 and assistant professors' salaries of \$4,200 were not equalled nor excelled by any other institution. The highest salary schedules appear in the East.

The lowest most frequent salaries existing in every case are in private institutions scattered through the north central and western areas. A low of \$1,200 for professors is found at two colleges. One college with \$800 has the lowest figure for associate professors. One college paying \$750 to its assistant professors and another with \$640 for instructors represent the lows in the other ranks. It is evident that the highest salary schedules appear in the East while the lows appear most frequently in the South and Mid-West.

Salary decreases in terms of percentage reduction over 1932-33 represent a somewhat different picture. Referring to Table V, it is found that at least twenty-five per cent of the private colleges and universities made no salary reductions regardless of rank. Regardless of the quartile point selected, private institutions have made less marked reductions. The only point at which they were equalled was in the case of public colleges and universities in which case at least twenty-five per cent made no reduction over the preceding year. Twenty-five per cent of the teacher training institutions suffered greater reductions in all ranks than any other institutions.

TABLE V  
1933-34 SALARY REDUCTION IN PERCENTAGE FROM 1932-33 BY PROFESSORIAL RANK AND  
ACCORDING TO TYPE OF INSTITUTION

RANK	TYPE OF INSTITUTION										NUMBER OF INSTITUTIONS REPORTING				
	PUBLIC					PRIVATE								TEACHERS COLLEGES AND NORMAL SCHOOLS	
	Q <sub>1</sub>	Q <sub>2</sub>	Q <sub>3</sub>	Q <sub>4</sub>	Q <sub>5</sub>	Q <sub>1</sub>	Q <sub>2</sub>	Q <sub>3</sub>	Q <sub>4</sub>	Q <sub>5</sub>	Q <sub>1</sub>	Q <sub>2</sub>	Q <sub>3</sub>	PUBLIC	PRIVATE
Professor .....	18.4	12.3	6.5	13.9	8.4	0.0	22.4	10.3	8.4	53	105	64			
Associate Professor .....	17.0	11.6	5.3	9.8	5.2	0.0	21.2	11.8	9.2	54	72	48			
Assistant Professor .....	15.6	11.5	4.6	12.7	8.2	0.0	21.6	11.9	10.1	52	65	43			
Instructor .....	13.5	9.1	0.0	13.8	7.8	0.0	20.1	12.3	9.6	54	80	63			

TABLE VI  
 RANGE IN PERCENTAGE OF SALARY CHANGE IN 1933-34 FOR DIFFERENT PROFESSORIAL RANKS  
 ACCORDING TO TYPE OF INSTITUTION AND SECTIONAL AREA

RANK	TYPE OF INSTITUTION					
	PUBLIC		PRIVATE		TEACHERS COLLEGES AND NORMAL SCHOOLS	
	LEAST	GREATEST	LEAST	GREATEST	LEAST	GREATEST
Professor.....	+13-P1	-33-SA	+7-P	-50-NC	7 no change	-42-NC
Associate Professor.....	+13-P1	-31-SA	33 no change	-50-NC	5 no change	-31-NC
Assistant Professor.....	+22-P1	-33-SA	+5-NE	-50-NC	4 no change	-31-NC
Instructor.....	+4-NC	-38-SA	+5-NE	-50-NC	5 no change	-36-NC



Paradoxical as it may seem, Table VI reveals that the greatest slash, namely, fifty per cent, occurred in the North Central area. The greatest reductions for publicly supported institutions appeared in the South Atlantic section, while the private colleges and universities and teacher training institutions were found in the North Central States.

There has been no organized attempt to grade the reduction in proportion to salary, but Table V illustrates that in general there has been a tendency for professors to be cut the most and other ranks accordingly although the trend is not consistent. Ohio State University (48:208-9) and the University of Michigan (49:109-10) have attempted to cut salaries on an equitable basis by using a graduated scale. This problem bears further study.

#### RESEARCH

Research work has been curtailed due to reduction in staff, but investigations completed a year ago indicate it carried on rather widely. According to Gamble (10:83-84) seventy per cent of the faculty in state universities devote a median of 8.4 hours a week to research; in state teachers colleges 43.2 per cent spent 4.2 hours weekly; in denominational colleges and universities 51.6 per cent were engaged 4.6 hours per week; and 62 per cent in private non-denominational institutions allotted 6.5 hours to investigative work. The outcomes of their efforts are questioned by Hill and Kelly (5:83-87) who state:

Whenever close inquiry is made, it is found that a relatively small proportion of the faculty members have anything tangible to show for their research. . . .

It is essential to keep the number of highly specialized centers for research to a reasonable minimum both because of cost and more still because of the need for intellectual fellowship among these scholars.

Coffman (50:10) takes the same point of view when he says:

Fewer centers, properly located, thoroughly equipped, and unusually well staffed, will produce more in the long run than a large number of centers inadequately equipped and poorly staffed.

By way of summary in this connection, the speaker agrees with Schlieter's recommendation (45:374-80) to establish a fund by contributions from faculty members and properly distributed to worthy unemployed persons who could carry on work in well-equipped centers.

#### STUDENTS

The function of the college or university is to offer the equipment and personnel for the improvement of students who represent the cause for an institution's existence. The effect of the present economic period on the student body will be discussed under the four categories: (1) enrolment, (2) courses selected by students, (3) type of student body, and (4) student life.

#### ENROLMENT

Enrolment in American colleges and universities had been on the increase according to Walters until September, 1932. In 1930-31 the 421 institutions reporting showed an increase of three and one-half per cent over 1929-30; however, there was a decrease in women's colleges. (52:787-98)

The increase in 1931-32 for 437 institutions over the previous year was six-tenths of one per cent although this was nearly twelve per cent higher than 1926-27. The enrolment of women decreased by one and six-tenths per cent. (53:783-96)

The year 1932-33 represents the first drop in enrolment. There was a decrease of four and one-half per cent over the previous year, but still seven per cent above the grand total enrolment in 1927-28. (54:736-47) Summer sessions showed a decrease amounting to seventeen per cent. No one section seemed to be suffering more than others, and low attendance of teachers contributed heavily to the decline due to failure to receive pay. (55)

The present year represented a total decrease of only five per cent in full-time students, but a decrease of nine per cent in grand total enrolment, due chiefly to a drop of twenty-three per cent in summer school attendance, according to Walters' (56:781-95) annual report including 546 in-

stitutions. It is thus apparent that the drop in total enrolment has not been so great as commonly supposed. The drop has been very pronounced in summer sessions and in certain types of courses which shall be discussed next.

#### COURSES SELECTED BY STUDENTS

The results of a survey conducted by the *New York Times* show a trend toward certain types of courses. There appears to be more interest in social studies, which is attributed to a desire to interpret economic plans. Technical and engineering courses show a decrease at most institutions. Illustrative of changes in courses are a drop of 271 in the engineering school at Purdue, a pronounced drop in engineering courses and increases in business courses at the University of Colorado, while the University of Chicago experienced a fifty per cent increase during the present year in the School of Social Service Administration. Engineering and technical courses showed decreases each year. (57)

Walters (56) has aptly summarized the trends in the selection of courses as follows:

Liberal training maintains its hold. . . . In the independent colleges of arts and sciences, which are very largely privately controlled with tuition fees, about ninety-five per cent of last year's attendance is reported this year.

There is a definite trend away from certain types of professional and vocational training. Preparation for teaching is the most pronounced instance of this; there are decreases of around 13 per cent in university graduate schools which prepare largely for teaching in schools and colleges, and decreases likewise in university schools and departments of education and in separate teachers colleges. Engineering and architecture reflect recent industrial conditions in their decreased enrolments. There are similar drops in journalism, music, and pharmacy.

There are small attendance increases and decreases in other professional and vocational fields. As to schools of law, medicine, and divinity, there are indications of limitations in numbers admitted; the totals this year in each are slightly higher than last. The university schools of business administration report totals less than four per cent under those of 1932. The decreases in agriculture, forestry, and dentistry are about this same percentage.

## TYPE OF STUDENT BODY

There appears to be no conclusive evidence that present day college students are more capable than those enrolled five or six years ago, but there is agreement that higher standards of scholastic attainment are manifested. McCain, President of Agnes Scott College, in addressing the Georgia Federation of Women's Clubs, stated in part:

The depression brought less spending money for youth and less opportunity to youth to gratify reckless desires. As a consequence, youth for the past years has been more serious, more sober-minded.

At many colleges it has been found that the depression has brought higher grades, better and more constant study, and an evident desire to make full use of college training. (58)

An article appearing in the *Literary Digest* a year later in 1932 reports a similar point of view:

The fur-coat-and-roadster cliques are so decimated, it is reported, as to be negligible factors in this enrolment.

College authorities in all parts of the country report the undergraduate facing his studies with a realization that life is real and earnest.

## STUDENT LIFE

Reports on student life from all parts of the United States show hopeful and conclusive evidence that student life is more wholesome, and that students are attempting to develop a worthwhile philosophy of life.

A class at the University of Michigan under the direction of Angell made a study of the difference in undergraduate life between 1929 and 1933 by information collected from faculty members, seniors, dormitory heads, sorority chaperones, personnel officers, etc. The finding in brief may be stated as follows: (61:391-96)

All concur in thinking that students are trying to select courses with reference to plans for careers.

Reading habits have changed decidedly. Out of seven ways of spending leisure time, reading jumped from sixth place to first place, although as far as desire is concerned it changed from seventh to fifth. Better reading material is selected, and domestic political news replaced sports for first place.

The rank of subjects for conversation has been rather pro-

nounced. Social interests in first place in 1929 dropped to second place and was supplanted by political matters which was previously in sixth place.

The majority of twenty professors consulted believe students have become more progressive in their political and economic views.

The popularity of women with men now seems to rely chiefly on intelligence, sincerity, good character, and wealth while women seek men for friends chiefly because of intelligence, good character, ability to talk interestingly, sincerity, and good dancing.

Less evidence of snobbery seems to exist, and self-supporting students are more accepted socially and are subject to less condescension.

Religious attitudes have changed by a trend toward social interpretation rather than individual salvation. Church attendance has increased slightly and more religious participation seems to exist.

Dating fell off 43 per cent, but men who took part in athletics increased 25.7 per cent over the five-year period.

Students are making desperate efforts to live more economically. Some of the unusual things done are bringing food products from their homes, especially in agricultural areas; banding together and doing their own cooking at very nominal costs; meeting tuition by bartering; living in garages rent free; remodeling hats and dresses; and operating a dog laundry. (61:749-51)

Fraternities, which have always played an important part for many students, have felt the change keenly. The results of a national survey of fraternities and sororities show that student societies must end activities to survive. (62) Fraternity cooperative buying has developed rapidly. The same survey mentions six suggestions for cooperation between faculty, administration officials, and fraternities to improve house management, namely:

- (a) Auditing accounts by college staff members
- (b) Cooperative buying with assistance of the institutions
- (c) Supervision and approval of building plans by the college
- (d) Assistance in keeping houses filled by administrative cooperation

(e) Recommendation, approval, and possible requirements of house mothers

(f) Assistance of home economics department through courses

The change in student life appears very wholesome and trends appearing indicate that students take their tasks more seriously and are developing a more serious philosophy of life.

#### INFERENCES

The following seem to be the logical inferences which can be drawn regarding the effect of current economic changes on higher education.

#### *Policies*

1. Too much retroactive legislative action, cutting off diminishing previous appropriations or major control of expenditures by state directors of finance, seem to be dangerous precedents inasmuch as education becomes too much of a political function.
2. The practice of merging institutions, in all sections of the United States, seems desirable for increasing efficiency as a four-year institution or for conversion to a junior college.
3. Cooperation among institutions within the same state or geographical area cuts down overhead expenses by reducing duplication of work.
4. Overspecialization in too many departments and an overabundance of electives is being replaced by functional division and survey courses, thus reducing costs and providing students with a broader background.
5. The "depression college" is desirable in providing educational opportunity to worthy persons. The staff should be equivalent to that of recognized institutions, and entrance requirements should be the same if work is to be recognized. Students who wish to transfer credits to recognized institutions should

have to pay appropriately for advanced standing examinations; otherwise it works a hardship on the accredited institution and at the same time is very unfair to students who pay fees at the regular institutions.

6. Opportunities which recognized institutions or their staff members offer to adults are commendable and assist in showing the public the variety of service which institutions of higher learning render. Charging tuition, if graduation at some future date is required, seems economically sound.
7. Community services by graduates through cooperation of the university with local agencies in community projects has potentialities which should be further capitalized.
8. The junior college enrolment increased 212 per cent in five years due in part to students who ordinarily would have attended four-year institutions and who are in the junior college because of financial embarrassment, also because of mergers which in some cases resulted in the formation of junior colleges, and finally because of the popular demand for education beyond the secondary level.

#### *Finance*

9. Revenues have dropped off decidedly during the past year. Seven out of every nine institutions reporting had lower revenue than in 1932-33. The revenue estimates are 39 per cent lower than in 1929-30; by types the median decreases are 38 per cent for public institutions, 20 per cent for private colleges and universities, 32 per cent for teacher-training institutions, and 25 per cent in junior colleges. One private college reported only 50 per cent of the revenue of the previous year.
10. Delinquent taxes perplex public institutions, while decrease in endowments is the problem for privately supported colleges and universities. Both have re-



sulted in students bearing a greater portion of the cost. The recommendation of the Joint Emergency Committee on Education of deploring the segregation of public education and higher education is gratifying and represents a beginning of effort for more public support of higher education.

11. Expenditures have been reduced in 1932-33 by five per cent and in 1933-34 by nine per cent over the previous year, the greatest cut of thirteen per cent being in teacher-training institutions, but some individual institutions have reduced expenditures as much as fifty per cent. These reductions have especially affected research, correspondence, and extension courses.
12. Colleges have been more inclined to reduce the budget than to increase the indebtedness. Of the 147 institutions reporting indebtedness, a net reduction of two per cent in all kinds has resulted within the past year.
13. Colleges and universities justified in capital outlays in the near future could make substantial savings by purchasing land at this time. Building costs are likewise lower, without mentioning relieving the unemployment problem.

#### *Staff*

14. Reduction in teaching personnel became noticeable in 1932-33 but reached a reduction of 4.2 per cent over 1932-33 for all types of institutions during the past year with a high of 5.1 per cent in public colleges and universities and a low of 1.7 per cent in the junior colleges.
15. Establishment of a research fund by fully-employed staff members to come to the aid of worthy unemployed persons at recognized research centers would do much to relieve academic unemployment and to promote necessary research.
16. Salaries in 1932-33 were from five to seven per cent

lower than during the previous year. The greatest decrease occurred in the South with reductions one-third lower than in other parts of the country. Salary ranges from \$640 to \$7,000 are reported for the present year. Private institutions represent the greatest range. The highest salaries are found in the East while the lows are found chiefly in the South and Mid-west.

17. The practice of applying a graduated salary reduction is far from universal. It would appear that graduated reductions as applied at Michigan or Ohio State are more equitable.
18. The establishment of fewer properly equipped research centers with adequate financial support and properly trained persons would seem plausible to produce more tangible results.

#### *Students*

19. The first general decrease in enrolment appeared in 1932-33. Reports over the previous year were as follows: 1932-33 over 1931-32, 4.5 per cent; summer session (1932), seventeen per cent; 1933-34 over 1932-33, nine per cent; summer session (1933), twenty-three per cent. The greatest decrease seemed to be among teachers.
20. Liberal arts courses and social and economic courses seem to be in more demand, while engineering, technical courses, and teacher training show the greatest drop.
21. No evidence was found to show that present-day students possess more ability, but seriousness of purpose seems to be accountable for higher average scholastic attainment.
22. Reports from all parts of the country show conclusive evidence that students take work more seriously, do more worthwhile reading, talk chiefly about local political and economic problems, seem to arrange fewer dates and seek more substantial qualities in the opposite sex.

23. Students are willing to make more effort to remain in school and to support themselves by working and by banding together for living and boarding purposes.
24. Cooperation of the administration, faculty, and fraternities seems essential if the fraternity is to serve the best interests of students without economic distress.

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## THE REGISTRAR AND THE NEXT STEP

FRANK L. McVEY

I represent the last straw in this program and, if you can bear with me for a short time, having in mind the American tradition that lunch takes place, especially in the Middle West, at 12:00 o'clock, I shall endeavor to finish before that time.

Now, what I am trying to say this morning is not an attempt to summarize what has been said by the preceding speakers, because I am just now aware of what they have said, but rather to indicate to you the next step, as I see it, in the office of the registrar, and his relation to two problems.

The registrar stands as a kind of outguard between secondary education and higher education. He has had a very extensive development in the last fifteen years, while he has moved from a bookkeeper and a secreter of records and grades to an officer who is really interested in educational procedure and who has more material in his possession for study of educational procedure than any other group or any other agency in the field of education.

What is he going to do with it? How is he going to use it?

It seems to me that the tendency must be more and more in the direction of having on the registrar's staff a research person and, if possible, to have for the office of registrar a research man associated with the College of Education, so that the two things may work together; that is, the registrar's office doing the usual business that it has always done in the past, but likewise engaged in the study of the procedure locked up in the office. In the books will be found a story of what is actually happening in the field of higher education. So that, to know what to do and where we are going and the outcome of it all, seems to me to need an intensive study, not only at some specific time but continually, of those data as they appear in his office.



I want to speak more specifically of two particular things relating to the field of secondary education and to the admission of students to college.

I think we are in for a period of re-valuing secondary education, of actually re-stating the courses that are offered there. I do not know how far the men and women in the field of secondary education would agree with that, but there has been an enormous expansion of courses in the field of secondary education. In the high schools, there has been a very considerable aping of college courses, making it embarrassing sometimes for the colleges actually to build a course or to modify a course in the field in which secondary education has entered upon it.

But is it not possible that secondary education, in the view of the public generally, must resell itself to the people? It has lost ground in the last half dozen years. If it is to regain that ground, it must make a restatement of the courses which it offers in the public high schools and in the private secondary schools. It must check an expansion that has reduced the effectiveness and the efficiency of the work which has actually been done by the pupil in the high school. It must work on its own, not on those facts of the college courses. A great many teachers in high schools, coming from their master's work or their doctor's work in a college, transfer the work which they have done in the college over into the particular field that they are teaching, so that, while it is a somewhat reduced statement of the courses that they have had, nevertheless, it follows the same lines, the same general ideas, the same general viewpoints that were taught in the college.

There must be a re-statement of these courses, not on the basis of college needs or necessities, but rather on the basis of the problem which faces the secondary school. And the re-selling of the secondary school to the public becomes a necessity, because of loss of confidence in it. You have seen the attacks which have been made upon the high school, emphasizing the fads that have been developed. After all, there will have to be a presentation of the content of secondary

education from the point of view of the group with which it deals and with the part which it plays in the social group.

These are general statements, always easy for pedagogues to make. They can tell the world that it ought to be reformed, but the question of telling it how it can be reformed is, of course, a very difficult process. Secondary education as it stands today occupies, of course, a highly important position in the whole field of education, but it must rest upon the idea of doing a particular thing for the youth at that particular time, in a new environment and under new conditions. The expansion which has taken place, it seems to me, must be checked and new emphasis placed upon what might be called fundamental courses.

When we turn to this group of students in the secondary field who are entering college, the situation there is changing rapidly, bringing in some problems. The registrars of our country have set up a very neat system of admitting students and of recording their grades in their archives. It is a very neat system, there is no question about it, and it works very well from the point of view of accounting. But no registrar is going to hang on to that kind of a thing just because it is a good system. I think he must come more and more into the general trends of the present time, namely, the admission of students into college on the basis of ability to do college work. And that will mean that a lot of the things that we are now asking for in the way of so much English and so much mathematics and so much science and so much social science will be put aside as really the accounting basis of admission to college, and in its place we will attempt to bring about an admission on the basis of ability and interest.

Dr. Ben Wood was here the other day and I presume he talked to you about certain phases of this problem and gave you a great deal of material about it. I notice on the program other speakers who probably moved somewhat in that direction, so you have, I think, a new basis for admission of the college student from the secondary school, which is likely to come into a procedure and a method in a comparatively short time. At present they are admitted upon 15

units, the old Carnegie Units, as they are called, and we find that that doesn't really search out the abilities that we want in the college student. So the movement must be more and more in the direction of asking the high schools to cooperate in finding the best student that they have in their graduating classes, so that he may go on to college, not on the basis that he has done 16 units of work, but rather on the basis, first of all, of ability, and second, of his interest in college work.

There is very little use in sending a boy to college simply because he wants to go, if he has no literary interests of any kind and if he has no interest in books or in learning. Of course, the lengthening of adolescence by four years is a delightful thing, but from the point of view of the college, after all, the question of ability and interest should come first.

Then, the high school would send his record in the school, which would indicate not only the kind of work which he did but his ability and interest and activity, so that when the record was completed, you would have a statement covering his scholarship, his attitude and his activities.

The scholarship would include, of course, his interest and ability. His activities would include his relationship to his fellow students and how he had worked in cooperative arrangements and cooperative organizations. And his attitude would have to do with his relationship to his fellow students, his attitude toward social ideals, questions of honesty and integrity, honesty of mind and honesty of thought. All of those would be included. So that the student, instead of coming to college, as he does now, with a record showing that he has done this, that and the other thing in special topics, would come to the college with a record that would show his ability, his interest, his activity, and his relationship to his fellow students. And when he was admitted to college on that basis, we would have a student that would be more acceptable to the colleges; and certainly the interest that would be aroused in that student, as a consequence of the new attitude of the secondary school and of the college,

would result in very beneficial effects and influences upon the boy.

Now, what is the relationship of the registrar to all of this? I should say that he can stand in the way of a procedure of this kind by insisting upon the old type of record and the old type of admission; that he can hamper the movement very considerably by his attitude. Of course, a faculty will move in a direction and, necessarily, the registrar will have to comply with it, but, on the other hand, you will always find in a faculty, certain conservatives, who, strengthened by the office of records, would make it impossible to bring about the results hoped for. So the registrar's office must necessarily move in the direction of more careful study of the records with which it is dealing, the attempt to formulate from the study of those records, new attitudes and policies, because, after all, the administrative officer, say the president of an institution, must rely, with the multiplicity of duties that he has, upon the work which is done by his colleagues in the study of educational problems. If the registrar's office actually has a research man or a research woman in its organization, studying the problem from the point of view of the institution and of the high school, it may make a very great contribution to the next period in education; and that next period is the adjustment of education to the changing forms of government and of political organization and of social types that are now in force and are moving. And to bring that about means, I think, constant study all of the time, because nobody knows what the drift is going to be and the final harbor that we are going to reach. The only way that we can keep in contact with movements is by constant study, and the agency through which much of that can be done is through the agency of the registrar's office.

So it looks to me as though the registrar may come into a very much larger place in the guidance of educational policies than he has had in the past, providing he is equal to the opportunity and providing he has a sufficient amount of knowledge and understanding of the technique of statistics and of educational policy to make those contributions.

And I think there has been a marked change in the direction of additional scholarship in the field of the registrar's office, and that, supplemented by the college of education, bringing to the policy-forming part of an institution, may make it possible for that institution to adjust itself to the conditions under which we are trying to live at the present time, some of which have been indicated in these statistics and figures given by Dr. Rohrbach.

Such is the next step, as I see it, in the field of the registrar. I told you I would stop before noon and here I am, the last straw, not being too heavy, I hope.

#### WHO WILL WIN THE \$25?

The Executive Committee of the Association authorized the expenditure of another \$25 to be awarded as a prize for the best contribution to the *Bulletin* during the year, 1934-35.

Those desiring to enter the competition should notify the Editor not later than October 15, 1934, stating the nature of the study that will be reported and the estimated length of the paper.

All papers entered must be in the hands of the Editor not later than February 1, 1935, and will be receivable at any time prior to that date.

The Editor of the *Bulletin* reserves the right to publish any article submitted.

The Editor of the *Bulletin* reserves the right to withhold payment of the \$25 if, in his judgment, none of the papers merit publication.

## SECTIONAL MEETINGS

### SECTION B—LIBERAL ARTS COLLEGES, JUNIOR COLLEGES, TEACHERS COLLEGES, AND NORMAL SCHOOLS

The presiding officer was Mr. Robert L. Williams, Registrar of the Mississippi State College for Women.

Mr. C. P. Steimle, Registrar, Michigan State Normal School, Ypsilanti, Michigan, presented a report of the efficient registration system which he uses at Ypsilanti. He made it clear that an efficient system should aim first, at accuracy; second, at speed with little effort; third, at immediate preparation for the first recitation; fourth, at avoidance of long lines; fifth, at aid in the formation of good habits on the part of students; and sixth, at making the student more responsible.

He discussed at considerable length the exact details, with diagrams of his registration procedure. This was followed by a brief general discussion.

Dr. Ben D. Wood followed with a discussion of "Problems of Administration," with much reference to the data of testing by the American Council on Education. He made it clear that all groups, high and low, have the same right to an education appropriate to their needs, but that to demand highly intellectual work from low grade people is a maladjustment dangerous to society. He insisted that all predetermined curricula are worthless and that the chief requirement in education is learning more about children. He proposed the educational slogan "making better citizens out of *all* our children with the help of a curriculum if possible, but without it, if necessary."

## REPORTS OF COMMITTEES AND OF OFFICERS

### REPORT OF THE SECRETARY

The Executive Committee met on Monday evening, April 16, 1934, at 8:00 P.M., with President Holt presiding and all members present.

Mr. MacKinnon presented the Treasurer's report of progress to date which the committee voted to accept and file. Final report of the Treasurer will be compiled, and audited at the end of the fiscal year, June 30, and included in the *Proceedings*.

It was moved and seconded to confirm the action of the Executive Committee of two years ago in defining institutions eligible for membership in the Association as those collegiate institutions which are on the list circulated by the Committee on Special Projects, except by special action of the Executive Committee, and to require the Secretary to inform the Second Vice-President of this action—carried.

Upon motion, duly seconded, it was voted to reject the application for membership of the Pennsylvania State College of Optometry on the ground that it is strictly a professional school and not collegiate.

It was moved and seconded to recommend to the Association the appointment of a committee to study and revise the constitution, with special attention to eligibility for institutional membership, representatives of institutions having two or more coordinate officers, duties of officers, and such other matters as may occur to, or be brought to the attention of the committee—carried.

The report of the Committee on Association Policy was presented and discussed, but no formal action was taken.

Upon motion, duly seconded, it was voted to offer again a prize of \$25 for the best article submitted for the *Bulletin*.

FRED L. KERR, *Secretary*



## REPORT OF THE SECOND VICE-PRESIDENT

EDITH D. COCKINS

STATEMENT OF MEMBERSHIP  
1933-34 COMPARED WITH PREVIOUS YEARS

	1933-34	1932-33	1931-32	1930-31
Paid for current year.....	604 <sup>1</sup>	611	632	
Honorary members.....	9	8	9	
Unpaid dues for current year.	34	62	55	
Unpaid dues for this year and last year.....	23	24	24	
Total.....	671	705	720	754
Added since last convention..	13	29	11	
Resigned or dropped during year.....	43	48	39	
Resigned for one year only....	3	2	4	
Net decrease.....	33	15	31	

<sup>1</sup> Two paid in advance.

## REPORT OF TREASURER

To Members of the American Association of Collegiate Registrars:

The accompanying statements show the financial condition of the Association as of June 1, 1934, and a summary of the financial transactions during the period April 13, 1933, to June 1, 1934, inclusive.

Respectfully submitted,  
J. C. MacKINNON, *Treasurer*

Balance April 13, 1933 (See 1933 Proceedings, Page 420)

Checking account.....	\$ 619.33	
Savings account.....	3,189.74	\$3,809.07

*Receipts:*

Interest on savings account.....	\$	73.34	
Membership dues			
1931-32 (4).....	\$	20.00	
1932-32 (37).....		185.00	
1933-34 (602)....		3,009.93	
1934-35 (5).....		25.00	3,239.93
Reedited Proceedings.....			2.75
Subscriptions to <i>Bulletin</i> .....			59.30
Sale of single copies of <i>Bulletin</i> .....			66.60
Advertising in <i>Bulletin</i> .....			31.50
Refunds.....			44.33
Reprints of articles in <i>Bulletin</i> .....			24.33
Bank Credits—dividend and interest on checks.....			.86
			<hr/>
			\$3,542.94
Cash receipts from 1933 convention tickets.....	\$855.00		
Exhibits at 1933 convention...	85.00	940.00	
		<hr/>	
Cash receipts from 1934 convention tickets.....	\$643.50		
Exhibits at 1934 convention...	95.00	738.50	
		<hr/>	
Total receipts.....			5,221.44
			<hr/>
			<u>\$9,030.51</u>

*Disbursements:*

New disbursements charged against budget.....	\$3,859.45		
Refunds and credits for reprints in <i>Bulletin</i> , Contra.....		68.66	
Bank charges—collections, exchange, taxes.....		11.51	
		<hr/>	
			\$3,939.62
Disbursements covered by 1933 convention receipts.....		940.00	
Disbursements covered by 1934 convention receipts.....		738.50	
		<hr/>	
Total disbursements.....			\$5,618.12

Balance June 1, 1934

Checking account..... \$659.31

Less outstanding check

#338..... 10.00 \$ 649.31

Savings account..... 2,763.08 \$3,412.39

\$9,030.51

## BUDGET SUMMARY

	Appropriations For the Period April 13, 1933, to June 30, 1934	Disbursements For the Period April 13, 1933, to June 30, 1934
President's office.....	\$ 100.00	\$ 33.25
Secretary's office.....	75.00	36.80
Treasurer's office.....	150.00	137.84
Second Vice-President's office..	25.00	—
Editor's office.....	2,400.00	2,454.83
Convention 1933.....	800.00	445.67
Convention 1934.....		367.63
Committee on Special Projects..	400.00	383.43
	<u>\$ 3,950.00</u>	<u>\$3,859.45</u>
	3,859.45	
	<u>\$ 90.55</u>	

## REPORT OF THE AUDITING COMMITTEE

The Auditing Committee has examined the report of the Treasurer and accepts his report. Since the fiscal year this year ends June 30, a Certified Public Accountant will examine the books of the Treasurer at that time and submit a report. The official report of the Treasurer through April 13 is attached.

Respectfully submitted,

R. F. THOMASON, *Chairman*

J. G. STIPE

W. S. HOFFMAN

## REPORT OF AUDITOR

I have audited the accounts of Joseph C. MacKinnon, Treasurer, for the period April 13, 1933, through June 1, 1934, and certify that the foregoing statement of receipts and disbursements which comprises the Treasurer's report, is in agreement with the books and correctly sets forth the financial transactions for the period, and the funds on hand at the end of the period.

CHRISTOPHER HAWORTH, C.P.A.

## REPORT OF THE EDITOR

ROY W. BIXLER

In the report of the Editor of a year ago he referred to the small number of papers available to him for publication. "This situation," he said, "does not support our claim that the work of the registrar should be classified as a profession, for a profession is productive of scholarly work. The Editor of a journal of a profession should be swamped with reports of results of investigations." This statement was inspired by the rather discouraging experience of the year in securing enough dignified material to keep the *Bulletin* going. That year only four articles outside of those from the program of the annual meeting were submitted, and, in one of these, he himself, was a collaborating author. Only one of the four came unsolicited. Fortunately he had had the foresight to save three papers from the convention program to be used in just such an emergency.

The past year has painted a new and different picture. Thirteen reports of experiments or investigations have been published and some have been submitted that have not been published. Six of the thirteen were unsolicited; five were written on request; and two were carried over from the convention program. These thirteen reports occupied 113 pages as compared to 70 pages occupied by all papers published last year in the corresponding three numbers. The

unsolicited material increased from 4 pages to 36 pages. The total pages of the October, January, and April numbers increased from 170 to 261. So, while the Editor has not been swamped with reports of investigations, there has been more than a gentle movement of reports in his direction.

Last year the Executive Committee authorized the *Bulletin* to offer a prize of \$25 for the best contribution of the year. Eleven articles, ten published and one unpublished, were entered in the competition for this prize. The Editor and the Associate Editors acted as a committee to select the best contribution. Each member of the committee ranked the eleven papers. The sums of the ranks constituted the scores of the papers, the lowest score of course, ranking highest.<sup>1</sup> Mr. Wilhelm Reitz of the University of Chicago received the highest composite rank, with a score of 32. Mr. J. R. Robinson of Peabody College was second with a score of 37 and Mr. Clarence F. Ross of Allegheny College was third, with a score of 38. No other score was lower than 57. Mr. Wilhelm Reitz, therefore, will receive the \$25 prize for the best contribution of the year. Mr. Reitz is an Assistant to the Dean of Students and has been working for about two years on the general problem of forecasting scholarship success in college with special reference to admissions. The prize will be offered again next year.

Next year more space in the *Bulletin* will be devoted to the work of the regional associations and to the best papers presented on their programs. Mr. Harper W. Frantz of the Pacific Coast Association has made a list of 19 active regional associations. If all of these should submit a best paper, it is conceivable that the size of the *Bulletin* would have to be increased to 96 pages. It is the judgment of the Editor, however, that it will not be necessary to increase the average size beyond 80 pages next year, and that any probable increase in the mailing list can be carried without increasing the appropriation over that of 1933-34.

The Executive Committee has authorized the expenditure of approximately one hundred dollars next year in the

<sup>1</sup> See p. 439.

RANKS OF AUTHORS IN COMPETITION FOR THE PRIZE FOR THE BEST  
CONTRIBUTION OF THE YEAR

<i>Ranks of Authors</i>	<i>Ranks Assigned by Editors</i>											<i>Comp. Rank</i>
1. Reitz.....	1	2	1	1	9	1	2	1	2	11	1	32
2. Robinson.....	2	1	5	3	1	3	9	5	1	2	5	37
3. Ross.....	3	6	6	2	4	2	1	4	7	1	2	38
4. Williams.....	7	4	7	4	10	8	4	2	4	3	4	57
5. Husbands.....	4	3	2	7	11	4	5	9	3	4	9.5	61.5
6. Pettingill.....	5	10	3	9	3	5	7	7	5	9	3	66
7. McQuitty.....	6	8	4	6	2	7	6	8	6	5	9.5	67.5
8. Wrenn.....	9	9	8	5	6	10	3	11	10	10	7	88
9. Rummel.....	8	7	9	10	5	9	10	10	8	7	6	89
10. Salley.....	11	5	11	8	7	6	11	6	9	6	9.5	89.5
11. Kennedy.....	10	11	10	11	8	11	8	3	11	8	9.5	100

use of the *Bulletin* in promoting the A.A.C.R. among the members of the regional associations who are not members of the national association. The tentative plan is to send the January number to each of them as a sample copy accompanied by a promotion letter from the national president and another from the local president.

## REPORT OF THE COMMITTEE ON SPECIAL PROJECTS

RODNEY M. WEST

### *I. Bibliography and Special Studies*

At the Chicago meeting in 1933 the Association adopted the following recommendation of the Committee on Special Projects: "That the Central Record of Special Projects be continued; that members of the Association be encouraged to report more freely on the research and special projects on which they are engaged; and that there be added to this general phase of the Committee's work provision for assembling and disseminating to the membership prompt information concerning new methods of procedure, particularly those which may represent economy measures."

The effect of this resolution has been highly gratifying. Only thirteen schools indicated participation in projects last year, whereas the number has more than doubled this year and we have the names of twenty-nine institutions to present which have reported special studies in progress or completed. The Committee cannot in all modesty accept credit for this spurt in research activity but it feels greatly encouraged and is pleased, indeed, to submit the information which it has collected. We are indebted to Mr. Bixler, who, as Editor of the *Bulletin*, issued a call and a reminder to member institutions for a statement of special projects undertaken and passed on to the Committee the material reported.

These projects represent a considerable amount of time and thought and the titles indicate results of practical



value. The leaders have been generous in attaching a loan privilege to the studies which do not appear in print, thus offering other registrars the benefit of their research. No figures are available to show whether members of the Association have taken advantage of this opportunity in the past. It is hoped, however, that the circulation of the studies is increasing in the same ratio as their number, and that through this dissemination there will be a further stimulation to undertake projects the coming year.

In addition to the report of inter-Association project and research activity, may we refer to some recent publications. The March 24, 1934, number of *School and Society* carries a List of Educational Books of 1933, and several are called to your attention as being particularly applicable to the work and problems in our field. Those who wish to obtain authentic technical information concerning Microphotography will find a list of references which cover the subject quite fully.

It is, we trust, an indication of better economic conditions that only one office emergency measure of economy has come to the attention of the Committee. The report of the splendid cooperation of Syracuse University students in reducing registration expense most of you have read in the April number of the *Bulletin*. Unquestionably, other registrars and members of their staffs are continually working out more efficient methods of office procedure which economize time, space, and outlay of money. It would be interesting to all of us to learn of these innovations and to try out any which seem workable in our own offices, even upon the return of pre-depression budgets. The Committee is hopeful that when it makes its next report it can include a substantial list of new methods of office procedure, which have been tested and found sound.

IRA M. SMITH

II. *Special Projects*

## ADMINISTRATION

*A Handbook for Collegiate Registrars*, J. G. Quick, Registrar, University of Pittsburgh. In progress.

*Report of the Registrar*, Isabel Houck Kideney, Registrar, State Teachers College, Buffalo. Available for loan in typewritten form.

## ADMISSION

"A Method of Adjusting School Marks and Class Ranks to Compensate for Variations in Standards of Marking," Wilhelm Reitz, Assistant to the Dean of Students and University Examiner, University of Chicago. October, 1933, *A.A.C.R. Bulletin*.

"Admission to College by Certificate in the Southern States," J. A. Robinson, Registrar, George Peabody College for Teachers. April, 1934, *A.A.C.R. Bulletin*.

*An Analysis of the Effort of the New York State Teacher Training Institutions to Improve their Product through Better Selection*, Oscar E. Hertzberg, Director of Research, State Teachers College, Buffalo. Available in mimeographed form.

*Have We, on the Basis of the Standards We Have Set Up During the Past Three Years, Selected and Secured an Increasingly Better Grade of Entering Students?* Oscar E. Hertzberg, Director of Research, State Teachers College, Buffalo. Available in mimeographed form.

"Predicting College Achievement with Marks and Ranks Adjusted for Inter High School Variability," Wilhelm Reitz, Assistant to the Dean of Students and University Examiner, University of Chicago. April, 1934, *A.A.C.R. Bulletin*.

"Size of High School and Predictive Value of Class Rank and Aptitude Test Rank," True E. Pettengill, Assistant Registrar, University of Minnesota. April, 1934, *A.A.C.R. Bulletin*.

*The Aptitude Test and Personal Interview as Factors in the Selection and Admission of College Students*, Registrar's Office, Temple University. In progress.

*What Shall be Done for Students Whose High School Records Are Unsatisfactory?* Committee Report, University of Washington, E. B. Stevens, Registrar, Chairman. Submitted to the Northwest Association of Secondary Schools and Colleges at April, 1934, meeting.

#### CURRICULUM

*A Set of Objectives for the College and for Each Department of the College*, drawn up by the Curriculum Committee of the Faculty. Mary Baldwin College. Available from Registrar's Office in mimeographed form.

"Study of the Developments of the Reed College Curriculum, 1912-33. M. Scott, Reed College," *Proceedings of Pacific Coast Association of Registrars*, November, 1933.

#### GRADING AND GRADE DISTRIBUTION

"An Analysis of Mid-Quarter Marks in Terms of Final Grade Averages," Ben Husbands, Assistant to the Registrar, University of North Carolina. January, 1934, *A.A.C.R. Bulletin*.

*Comparison of Grades and Class Standing of Students from Semester to Semester*, C. A. Bailey, Dean and Registrar, LaGrange College. Apply to Mr. Bailey.

*Comparison of Grades Assigned by Teachers at LaGrange College, with Reference to the Grades Assigned the Same Students by All Teachers*, E. A. Bailey, Dean and Registrar. Apply to Mr. Bailey.

*Relation Between Predicted and Actual Grades Given in a Junior College*, Donald H. Steward, Registrar, Central YMCA College, Chicago. Dissertation for Master's degree, University of Chicago, 1933.

"The Relation of Teachers' Marks to Intelligence," Clarence F. Ross, Registrar, Allegheny College. October, 1933, *A.A.C.R. Bulletin*.

*What is the Relationship Between Practice Teaching Grades and Entrance Examinations, and How are We Grading Our Practice Teachers*, Oscar E. Hertzberg, Director of Research, State Teachers College, Buffalo. Available in mimeographed form.

## MISCELLANEOUS

*Adjustment Problems of New Students*, C. Gilbert Wrenn, Assistant Registrar for Student Personnel, Stanford University.

"Alumni Recommendations as to College Majors," C. Gilbert Wrenn, Assistant Registrar for Student Personnel, Stanford University. April, 1934, *A.A.C.R. Bulletin*.

"Construction and Evaluation of a Term Examination Schedule," Clifford L. Constance, Assistant Registrar, University of Oregon. Available in limited numbers in Registrar's Report of University of Oregon for 1932-33.

"Differentiations of Junior and Senior College Credit," M. E. Mattox, Registrar, Eastern State Teachers College, Richmond, Kentucky. Last proceedings of the Kentucky Colleges and Universities.

*General Information of Seniors in a Small College*, E. A. Bailey, Dean and Registrar, LaGrange College. Apply to Mr. Bailey.

*Preparation in Latin of Students*, Dwight G. Burrage, Registrar, Doane College. In progress.

*Progress Toward the Completion of the Work Required for the College Certificate in the New Plan as Compared with Progress Toward the Completion of the Work of the Junior Colleges in the Old Plan*, E. C. Miller, Registrar, University of Chicago. In progress.

*Statistical Studies of Grades and Courses of Study (Mathematics)*, Dr. Camp, University of Nebraska. Published as Master's thesis. In University of Nebraska Library.

*Studies of Student Mortality at the University of Oregon*, Earl M. Pallett, Registrar and Executive Secretary, University of Oregon. University of Oregon Publication, Vol. IV, No. 2.

"Study Habits of Failing Freshmen," Robert L. Williams, Registrar, Mississippi State College for Women. October, 1933, *A.A.C.R. Bulletin*.

*Study of "Major" Elections by Graduates of Clark University, 1912-32 Inclusive, Divided into Five-Year Periods*, L. P. Colby, Recorder, Clark University. Available for loan in typewritten form.

*Study of the Administrative Officers of the Schools of Nebraska (Superintendents and Principals) to Determine Number Educated at University of Nebraska and Their Preparation; Courses in Education, Degree Obtained, Etc., Dr. Broady, University of Nebraska.*

*Study of Nebraska Public School Teachers with University of Nebraska Degrees, Dean F. E. Henzlik, University of Nebraska.*

*Study of Records of Student Teachers, Mrs. Daisy Kilgore, Department Vocational Education, University of Nebraska.*

*Study of Teaching and Other Services of University of Nebraska Faculty, Dr. C. C. Weidemann, University of Nebraska.*

*The Fraternity Initiation Requirement as a Motivating Factor, Dr. Harvey C. Lehman, Psychology Department, Ohio University. In progress.*

*The Holding Power of the College Over a Four-Year Period, Sister Eucharista, Registrar, The College of St. Catherine. Available for loan in typewritten form.*

*Use of Comprehensive Examinations and the Elimination of Marks and Credits as a Basis for Determining Graduation, W. P. Shofstall, Dean of Administration, Stephens College. In progress.*

#### PERSONNEL

*A Personnel Study of Wittenberg College Students, Maurice J. Neuberg, Wittenberg College. Available in printed form.*

*Characteristic Trait Actions of a Good Student, W. P. Shofstall, Dean of Administration, Stephens College. Available for loan in typewritten form.*

*Report on Financial Condition of Reed College Students, Dr. Blair Stewart, Assistant Professor of Statistics, Reed College. Available in mimeographed form.*

#### SCHOLARSHIP STUDIES

*A Comparison of Average Grades Assigned Freshmen in Several Georgia Colleges with their Average High School Grades, E. A. Bailey, Dean and Registrar, LaGrange College. Apply to Mr. Bailey.*

*Correlation Between First and Second Year Averages of One Hundred Freshmen of the Class of 1935*, Columbia University. Available in chart form from Edward J. Grant, Registrar.

"Relative Scholarship of Graduates According to Accreditation of High Schools," John D. McQuitty, Officer of Admission, University of Florida. April, 1934, *A.A.C.R. Bulletin*.

*Scholastic Success of Stephens College Graduates Who Have Transferred to Higher Institutions*, W. P. Shofstall, Dean of Administration, Stephens College. Available for loan in typewritten form.

*Study of the Scholarship Among Students, Particularly the Freshmen, at Bennett College for Women*, W. B. Player, Acting Registrar, Bennett College for Women. In progress.

*The Achievement of High School and College Students Enrolled in the Same Classes*, W. P. Shofstall, Dean of Administration. Available for loan in typewritten form.

#### STUDENT PROGRAMS AND CLASS GROUPINGS

*A Study of Class Sizes*, Dean C. H. Winkler and E. J. Howell, Agricultural and Mechanical College of Texas. In progress.

*How May Freshman Sections be Best Arranged so as to Obtain Valid and Reliable Grades*. A study in homogeneous versus equated grouping, Oscar E. Hertzberg, Director of Research, State Teachers College, Buffalo. Available in mimeographed form.

*Immediate and Later Effects of Heavy Student Programs (engineers)*, Dean Ferguson, University of Nebraska. In progress.

*The Registrar Makes Individual Programs for Six Thousand Students*, Ruth E. Salley, Registrar's Office, Hunter College.

#### TESTING

*Correlations Between College Attainment and Scholastic Aptitude Test Ratings*, Registrar's Office, Mt. Holyoke College. In progress.

*Students Ranking in the Lowest and Highest Decile on the Psychological Examination*, E. J. Howell, Agricultural and Mechanical College of Texas. In progress.

*The Improvement of Scholarship Through the Conference and Testing Program*, W. B. Player, Acting Registrar, Bennett College for Women. In progress.

#### VOCATIONAL

*Do Nebraska University Graduates Follow the Vocation for Which They Are Trained in the University?* Dean F. E. Henzlik, University of Nebraska. In progress.

"Interests of Entering Freshmen as Related to the Vocations Selected, 1926-34," E. D. Mitchell (Tabulation—H. W. Copp), University of Michigan. Preliminary report, March, 1933, *Journal of Health and Physical Education*. Final report, apply to Mr. Mitchell, September, 1934.

*Study of Relationship of Intelligence to Wisdom of Education and Vocational Choice*, C. Gilbert Wrenn, Assistant Registrar for Student Personnel, Stanford University.

#### BIBLIOGRAPHY

Educational Books of 1933 (*School and Society*, March 24, 1934). Included in this list are the following:

##### (1) *Administration and Finance*

National Collegiate Athletic Association. Round table conferences; twenty-eighth annual convention. Part I—The athletic budget. Part II—Recruiting and subsidizing. 52 pp. 1933. Frank W. Nicolson, Sec'y, Wesleyan Univ., Middletown, Conn.

National Committee on Standard Reports for Institutions of Higher Education. *Suggested Forms for Financial Reports of Auxiliary Activities and Organized Activities Relating to Instructional Departments and Supplementary Suggestions Concerning General Financial Report Forms of Colleges and Universities*. (Bul. No. 7.) 63 pp. 1933. The Committee, G. H. Mew, Sec'y, Emory Univ., Ga. Gratis.



(2) *Reports, Surveys, Statistics and Legislation*

Carnegie Foundation for the Advancement of Teaching. Twenty-eighth annual report of the president and of the treasurer. 189 pp. 1933. The Foundation. Gratis.

College Entrance Examination Board. *Thirty-third Annual Report of the Secretary*, 1933. 196 pp. 1933. The Board. \$.25.

Educational Records Bureau. School and College Relations Committee. Second report. Mimeographed. 18 pp. 1933. The Bureau. Gratis.

(3) *Educational Psychology*

College Entrance Examination Board. Commission of Scholastic Aptitude Tests. Eighth annual report, 1933. 24 pp. 1933. The Board, 431 W. 117th St., N.Y.C. Gratis.

(4) *Reading, Writing and Languages*

Secondary Education Board. *Final Report of the Committee on Modern Foreign Languages, Containing Reading List in French*. Secondary Education Board, Milton, Mass. \$.25.

(5) *Art, Music, and Drama*

Secondary Education Board. *Final Report of the Committee on Music*. (Secondary curriculum supplement, 1.) 22 pp. 1933. The Board, Milton, Mass. \$.15.

(6) *Guidance and Personnel Service*

American Council on Education. Committee on Personnel Methods. *Measurement and Guidance of College Students*: first report; with an introduction by H. E. Hawkes. 199 pp. 1933. Williams and Wilkins. \$2.00.

(7) *Higher Education*

American Association of University Women. Research information service in secondary and collegi-

ate education. 6 pp. 1933. The Association. \$.06.  
Carnegie Foundation for the Advancement of Teaching. Annual review of legal education in the United States and Canada for the year 1932, by A. Z. Reed. 67 pp. 1933. The Foundation. Gratis.

College admission and guidance: report of a conference under the auspices of the cooperative test service and the committee on personnel methods of the American Council on Education and the Educational Records Bureau. (Reprint.) 110 pp. 1933. Amer. Council on Educ., 744 Jackson Pl., Washington, D. C. \$2.00.

Held, O. C., *An Attempt to Predict the Success of University Freshmen in Their Adjustment to Scholastic Work*. 50 pp. 1933. Edwards Bros.

Hill, D. W., and Kelley, F. J., *Economy in Higher Education: Part I—Principles. Part II—Administration*. 127 pp. 1933. Carnegie Foundation. Gratis.

University of Chicago Survey. 12 Vols. 1933. University of Chicago Press. Vol. V—Reeves, F. W., and Russell, J. D. *Admission and Retention of University Students*. 360 pp. \$3.00.

Seyfried, J. E., *Youth and His College Career: A Discussion of Student Problems from the Viewpoint of the High School Graduate and the College Beginner*. 251 pp. 1933. Univ. of N. Mex. \$2.25.

U. S. Office of Education. *Articulation of High School and College*, P. R. Brammell. (Bul. 1932, No. 17, Monograph, No. 10.) 96 pp. 1933. The Office. Gratis.

#### *Microphotography*

Bendikson, L., "Phototechnical Problems; Some Results Obtained at the Huntington Library, *Library Journal*, 57: 793, Oct. 1, 1932.

Binkley, Robert C., *Methods of Reproducing Research Materials*. Ann Arbor, Edwards, 1931. (Recent tentative report joint committee on materials for research of the Social Science Research Council and the American Council of Learned Societies.)

- Bjorkbom, Carl, Stockholm's New Photograph Apparatus, *Library Journal*, 58: 316-17, April 1, 1933.
- Henry, Edward A., "Books on Film: Their Use and Care." *Library Journal*, 57: 215-17, March 1, 1932.
- New York Times*. "Miniature Libraries." Large book pages reduced and read with binoculars. July 23, 1933.
- U. S. Daily*. "Half Million Documents Filmed for Library of Congress Record." Vol. 6, No. 71, pp. 1-2. May 25, 1931.
- U. S. Library of Congress. *Report of the Librarian of Congress for 1930. Acquisition of Source Material for American History in European Archives*. Report by W. C. Ford. Wash., 1931. pp. 87-99.
- U. S. Library of Congress. *Report of the Librarian. 1929. Report of Division of Manuscripts on Project A—Photostats and Films*. pp. 68-75.

### III. Accrediting Institutions

The annual report on the accrediting which we have circulated for some years has reached a condition of stability. I am always trying to improve it a little bit, if I can, by trying to get more complete information, especially as regards any institutions that have closed or combined with other institutions. I hope you will all bear that in mind in sending in your revisions for next year, and, particularly, if you know of any college in your district that has closed or combined with another, where the old records can be found, because one of the puzzles that we have to deal with is the transcripts of institutions that are now closed. If any questions are to be asked about it, the location of the old records is a matter of considerable importance.

This organization went on record some time ago regarding the care of records of closed institutions, and some progress was made. Some states have adopted the legislation requested and designated, perhaps, the state library or some state institution as the proper place for the deposit of such records. That is a very important thing but it is a very slow thing to make any progress with. It is one to bear in mind in your own territory, to try to keep it in order.

Aside from that, I think there is very little to say. We are trying not to print more than necessary each year, in the interest of economy, but at the same time so as not to overburden you with mimeographed sheets of corrections. I have tried to strike a balance there between merely correcting the minor changes in certain states, reprinting those that are necessary. Any suggestions that can be made as to improving the details, I shall be very glad to have.

J. P. MITCHELL

#### IV. *The National Committee on Standard Reports*

The National Committee on Standard Reports, as you will recall, is made up very largely of business and financial officers. The work on the section of the report dealing with finances of educational institutions has been completed. The question of the publication of the final complete bulletin was raised and it seemed unwise at this time to attempt to put into final printed form the section of the report dealing with enrolment statistics of universities and colleges, primarily because members of this Association have not had adequate time to try those plans out and criticize them and perhaps arrive at a more satisfactory conclusion than we were able to draw up in the committee.

It was, therefore, agreed by the National Committee on Standard Reports to request the United States Office of Education again to approach the General Education Board for further subvention for further study of this problem, and the Office of Education has agreed to that. So far as I know, the General Education Board has not as yet agreed. I am not sure that they have yet been approached.

It was also understood that if this new National Committee is formulated, that it should have on it large representation from this particular organization, because this problem is primarily and peculiarly a registrar's problem; and, for that reason and for the reason that the plan may be materially modified, our Committee on Special Projects will not ask for reports on the basis of Bulletin 6 for our annual report on enrolment statistics and degrees next fall;

and for that same reason, I think perhaps it would not be necessary to enter into any detailed discussion at this time.

I do feel, however, that it is important that we should keep the problem before us, particularly because we are getting away, as you have been told time and time again at this Convention, from formal counts of credits, from the old formal methods of keeping records, and that no plan that we may adopt which includes the old type of record, is going to be long satisfactory. Therefore, I think that we should keep working on this problem and be ready to make definite constructive suggestions to the new committee when it is appointed.

Respectfully submitted,

RODNEY M. WEST, *Chairman*

IRA M. SMITH

FRED L. KERR

J. P. MITCHELL

K. P. R. NEVILLE

R. N. DEMPSTER

PRESIDENT HOLT: You have heard the report of the Committee on Special Projects. What is your pleasure?

MR. THOMASON: I move the report be adopted.

MR. WILSON: I second the motion.

PRESIDENT HOLT: It has been moved and seconded that the report be accepted as presented. Those in favor, say "Aye." Oppose, "No." The motion is carried.

#### REPORT OF THE COMMITTEE ON METHODS OF DUPLICATING RECORDS

Six years ago this month our fellow member, W. S. Hoffman, published in the *Penn State Alumni News* an article dealing with "A New Record System." In this article (reprinted in the July, 1928, *Bulletin of the A.A.C.R.*) credit is given to "Bright" and "Quick," registrars, for the pioneer work of installing loose-leaf sheets of tracing cloth for permanent records which were adopted for the purpose

of providing a simple and inexpensive method of preparing duplicates by the blueprint process.

Again at the Seattle Convention (1929) Mr. Hoffman gave a report on "Recent Developments in Recording Systems." (*Bulletin of the A.A.C.R.*, July, 1929, pages 134 ff.) It is with much satisfaction that your Committee assigns due credit to Registrars Quick, Bright, and Hoffman for their effective work in pioneering the development of record keeping by the loose-leaf, tracing-cloth methods. (Since Mr. Quick is a member of this Committee, the Chairman assumes full responsibility for this assignment of credit to the "pioneering trio." Again in 1931 and 1932, the Association received reports from a committee, of which Mr. H. G. Arnsdorf was chairman, on "New Transcript Forms." Your present committee recommends careful reading of all of these former reports for a general background of information concerning most of the processes discussed in this report.

In a discussion of the 1929, Hoffman report, we find the following statement from Registrar R. M. West of the University of Minnesota:—"We use the blueprint plan for transcripts—transcripts under the old plan were costing probably on an average of from 50¢ to 60¢ apiece and the blueprint forms costs us 2¢."

It is clearly evident from the above citations from former conventions that the subject of this committee report is not a new one to the members of this association. The differences in cost of transcripts have caused activity in recent years in developing cheaper methods of duplicating records.

No poll of our membership has been taken to find out how many use a mechanical process of duplicating records. Your Committee has not inflicted upon you a questionnaire to ascertain the number and kinds of processes now in use. However, the many and varied types of methods used are reflected in the incoming mail of the admission office of any large university where many transcripts are received from students desiring to transfer from other colleges and universities. Your Committee is aware of at least one regis-

trar's office that is using at least three forms of transcripts—the photostat process, the B-W process, and the regular typewritten form. This is necessary during the transitional period of changing from the card method to the tracing-cloth method. The photostat process is used for transcripts of records of former students which have not been transferred to tracing cloth. The typewritten forms are used for the extremely old records which are on forms not suitable for photostating, since these old record forms do not contain catalog descriptions of courses. The B-W process is used for the newer records, now on tracing cloth.

#### LEICA CAMERA METHOD—UNIVERSITY OF ARIZONA

Our regular morning's mail brings a letter from the University of Arizona containing a transcript which at once attracts our attention. This excellent photostatic record prompted the Chairman of this Committee to write C. Zaner Leshner, Registrar of the University of Arizona, to give us a report on the method in use in his office. He has furnished us with an excellent write-up on "The Duplication of Student Records as Photographic Enlargements," which is submitted as an exhibit of this report. Mr. Leshner's report is complete and comprehensive and it is worthy of most careful reading and inspection. It will constitute a part of a loan exhibit to be sent around to any of the members who are interested, provided such members are willing to pay the express.

A brief summary of Mr. Leshner's report indicates that his method is photographic in every sense.

A Leica camera (manufactured by E. Leitz, Inc.) is used for copying records on film the size of standard, motion-picture film—35 mm. Then, when duplicates are needed, they are made by projecting the negative on sensitized paper, thus making an enlargement. The permanent record of each student at Arizona is also recorded on photographic paper. A unique feature is that each record contains the photograph of the student superimposed on the record itself. It cannot be changed nor altered in any way. With this system, as with almost all photographic methods, a dark room is needed.

The cost of the complete outfit for duplicating, including dark-room supplies, chemicals, and photographic apparatus, is approxi-



mately \$375. Film—the kind used for copying—costs one cent per foot of eight exposures. Mr. Leshner approximates the cost of each transcript in the letter-size enlargement form, including all items of expense, such as film, paper, dark-room supplies, and labor, as being four cents. The same outfit, with the exception of the film, which is more expensive, is used for taking pictures of students. This film costs four cents per foot.

Mr. Leshner has made copies of records in sizes ranging from one-fourth to actual size with equal success as far as legibility is concerned. From the samples he has submitted in his exhibit, it will be seen that all can be read plainly. On account of the necessity of making enlargements from such a small negative, the legibility of the duplicate is not all that could be hoped for. However, Mr. Leshner is well satisfied with the results obtained. The size of the Arizona permanent record is 8½ by 11 inches. When a copy is made it is photographed on the very small 35 mm. film and then enlarged when the final print is made. Naturally, some of the detail is lost in the transformation.

This method, as in all photographic systems of duplication, is practically 100 per cent proof against alteration. What is recorded on the emulsion cannot be changed.

As to flexibility of use, Mr. Leshner avers: "We have also utilized our Leica equipment in assisting other departments, for example, in copying portions of rare texts for the Library, in duplicating valuable documents for the Pioneer Historical Society, and in making copies of difficult tabular forms." It may be added that the Leica camera is a very excellent machine for taking all sorts of outdoor and indoor pictures.

The University of Arizona uses the Leica system exclusively in the preparation of transcripts. Mr. Leshner says: "It has been our experience at Arizona that the Leica camera, with its accessory equipment, has proved most adaptable to our needs in student photography, in making record cards, and in the duplication of records. We believe that it would prove effective in institutions both larger and smaller than our own."

#### DEXIGRAPH PROCESS—UNIVERSITY OF CALIFORNIA

The second transcript appearing out of the morning's mail came from the University of California at Berkeley. It was evident that the transcript was issued by a different process than the one from the University of Arizona. Having been so bold as to write to Arizona for a write-up of the system in use there, we ventured to ask for similar information from California. The reply from Registrar Thomas B.

Steel was prompt and cooperatively responsive, resulting in reports and samples from the office at Berkeley, and also from Mr. H. M. Showman, Registrar of the University of California at Los Angeles. These two reports are filed as exhibits with this report.

The Dexigraph used by the University of California is made by the Remington-Rand Company.

Two Dexigraphs have been in operation at the two divisions of the University of California for a period of nine months. The Dexigraph is a machine similar to the photostat which makes copies directly on photographic paper without the use of negatives, as in the Leica process. Of course this causes the copies to be reversed in color; that is, what is white on the original, is black on the copy. However if the original colors are desired, one can rephotograph the copy, but with a sacrifice in the size of the finished product.

Near the Registrar's Office at Berkeley, a dark room has been installed with running water, electrical connections, developing trays, home-made dryer, and a machine for washing the prints, plus many other essentials of a well-equipped dark room. The total cost of the dark room and Dexigraph amounted to about \$800. As to the cost of each print, Mr. Steel says: "When there is a fairly large volume of work, the prints can be completed at a cost of approximately three cents each. This figure includes cost of paper, developing materials, and labor. The cost, however, may run to seven or eight cents per print when only a few records are to be copied."

As to legibility, Mr. Steel says: "Thus far we have had no complaints about our transcripts. The copies are, as I have said, reduced in size and are not as legible as one might wish. The size we choose is frankly a compromise between cost and legibility. On the whole we are very well satisfied with the plan."

The Remington-Rand Company generously loaned a Dexigraph and a Dexigraph portable dark-room box to the Registrar's Office of the University of Michigan during the current year for certain experimental work for your Committee. This machine was set to produce a print  $6\frac{1}{2}$  by 8 inches in size from a tracing-cloth record 11 by 14 inches. The copy produced is an excellent record and is included in the exhibit submitted as a supplement to this report. It is with satisfaction and pleasure that we hereby acknowledge with sincere thanks the kindness of the Remington-Rand Company in lending the Dexigraph and portable dark-room box for this experimental work.

## PHOTOSTAT TRANSCRIPTS

A letter from J. C. MacKinnon, Registrar of the Massachusetts Institute of Technology, makes the following statements:

We duplicate our records by the photostatic process. A small machine costs about \$800. Its prints, which are slightly larger than letter size, cost about fifteen cents apiece, and at normal speed about sixty prints per hour can be put through a small machine.

For the next size larger, the equipment costs about \$1,400 or \$1,500 and prints can be put through at the rate of about one hundred twenty per hour.

We consider this method very satisfactory as it is convenient, rapid enough for our work, and provides excellent copies, which are permanent.

Registrar Donald M. Love of Oberlin College makes the following favorable comments:

We have a large No. 2 photostat machine put out by the Eastman people. It serves not only this office but many other offices in the institution, and I hope we shall never have to do without it. For transcript purposes it seems to me to be ideal. . . .

Our records are kept on vertical file cards measuring  $9\frac{1}{2}'' \times 11\frac{1}{2}''$ . When we wish to send separate reports to parents, or to high school principals, or to members of the Board of Advisers, who assist students in making preliminary registrations for the following year, we send these cards through the photostat office by classes, and have reduced copies made, about one-fourth the size of the original. We use both the negatives and the positives, since the white on black is just as legible as the black on white. Reduced copies of this size cost us less than 2 cents apiece.

Mr. Love has kindly prepared a display which is in the exhibit room open to your inspection and will be included in the "traveling exhibit."

Two large photostat machines, manufactured by the Photostat Corporation, Rochester, N. Y., are now in operation in the basement of the library at the University of Michigan. They are used for copying everything from the permanent records of students, for transcripts, to the reproduction of old maps and valuable historical documents. The costs of reproducing permanent records is as follows: making no inclusion of overhead expense, such as water, light, heat, etc., the cost of reproducing 1,000 record cards would be four cents each, showing the front of the card only. This includes the

cost of chemicals, paper, and labor. In large-quantity production, Dr. W. W. Bishop, Librarian, says: "There is very little reduction in cost of photostat operation in quantity production. Practically the only saving is in paper, if the sheets can be cut advantageously without much waste. There is a slight saving in labor cost if a large number of sheets are handled at one time."

The photostat department in the library is a fully equipped layout, using two rooms. One room is devoted to the office of the operator, where the cameras are operated; the other is used as a developing room and chemical storage place. There are complete facilities for washing and drying the completed copies. Any type of reproduction can be accomplished there.

Legibility is as near perfect as is possible to hope for. Even with 45 per cent reduction, the transcript is easily read and legible in every way. Accuracy is, of course, 100 per cent perfect.

As to flexibility of use, the photostat covers a wide range of possibilities. From an advertising pamphlet: "The Photostat makes copy of every kind of illustration, whether it be halftone, line or photograph, and whether in colors or black and white, for advertising sales promotion, records, or to prove a case in court."

It has been used extensively at Michigan for the preparation of transcripts, which insures accuracy above all else. It has been found cheaper and better to prepare transcripts in this way than by the old 100 per cent clerical method. The University of Michigan exhibit includes photostatic copies, Dexigraph copies, and B-W copies. Many other schools use the photostatic process, but the ones here cited will probably be sufficient for this report.

#### OZALID, BLUEPRINT, AND B-W PROCESSES

In the 1928, 1929, 1931, and 1932 reports, referred to in the first part of this paper, mention is made of the loose-leaf sheets of tracing cloth for permanent records. The Carnegie Institute of Technology, the University of Pittsburgh, and Pennsylvania State College appear to be the three institutions pioneering in this method during the early period of experimentation. Other institutions adopted the system soon after and more recently still others have adopted it. The master sheets are made on tracing cloth. At Michigan, Dietzgen's White Pencil Cloth No. 138 is used. At Columbia University, a special No. 16 Dalton or Crane bond paper is used, since this paper seems to have enough translucency to give very good results. At Michigan, the master sheets are kept in a loose-leaf binder (Kalamazoo Binders, Style

H). For convenience in *handling and recording*, approximately 400 master sheets are kept in each binder.

Registrar Edward J. Grant of Columbia University says:

About two years ago (letter written March 26, 1934) after much study and research, we decided to buy the outfit for the reproduction of records consisting of a blueprinting machine and a developer manufactured by the Charles Bruning Company. We have found the process so satisfactory that it is now being used for all the records in this office except for *University Extension* and Summer Session, where average programs consist of two or three courses. . . . The student now receives at the end of each semester an exact duplicate of his entire record. Duplicates are also readily supplied for the use of the Dean, advisers and other officers of the University.

At New York University the following comments have been made relative to the B-W process in use there:

We are using the B-W system with continued satisfaction. The only objection that we have found is that the prints curl, especially when prepared in large lots for administrative use. The objection does not exist so far as single copies are concerned. The Charles Bruning Company have now perfected a new developing machine which removes this objection. *The sheets are moistened on both sides and dried on a conveyer rather than a drum.* They gave us the privilege of testing the new equipment on a large scale last week (letter written April 3, 1934) and the results were splendid.

We send each student a print of his complete record in lieu of the term report slip. The print is unsigned and does not bear the seal. It is stamped "student's copy—not valid for transfer purposes." The student is expected to bring the print with him at the time of registration, or whenever he has occasion to consult his adviser or other administrative officer on any matter relating to his curriculum or record. In addition, we send prints to certain personnel offices, departmental offices and so on, for those groups of students with whom they are concerned. This has enabled these offices to function more intelligently in dealing with individual cases and it has very materially reduced the number of demands made upon our recording offices for special jobs relating to students' records.

The cost is approximately two cents a print, figuring overhead and depreciation of equipment, which has enabled us to show a considerable saving in clerk hire.

The exhibits from Columbia University and the University of Michigan will show samples of the B-W process.

## OZALID PROCESS

From Registrar E. B. Stevens of the University of Washington at Seattle we have the following comments concerning the Ozalid process in use there:

We have found the Ozalid process of duplicating records satisfactory. The Engineering Department has a blueprint machine in this building and takes care of the work for us. The cost at the present time is seven and one-half cents per copy. This covers the cost of labor and material. The machine in use is not one of the most modern ones, but we have found it satisfactory for our use. It might be possible with a modern machine to reduce the cost in the event we were to make a very large number of transcripts at one time.

The most important consideration in connection with the making of Ozalid prints is to secure a paper for the original record which will permit the use of the blueprint Ozalid process. The paper we use is described as follows: Resistol Hydroloided bond 17"×22" (Remington-Rand).

Samples of the paper used at the University of Washington, as well as a print, will be found in the exhibit book.

## BLUEPRINT PROCESS

Another letter in the morning's mail contained a transcript from the University of Pittsburgh made by the blueprint process. This record was unusually clear and distinct and revealed full evidence of the reasons why so many institutions have adopted that form of a transcript.

With a new and readily adjustable Dextragraph announced recently by the Remington-Rand Company, new processes and methods announced by the Charles Bruning Company, the Photostat Corporation, and many other companies active in the improvement of processes, and with the general widespread adoption of some mechanical process of duplicating records by so many colleges and universities, your Committee has been prompted to repeat the recommendation of the Committee in the 1931 report because it seems as appropriate now as then.

The Committee is certain that the possibilities of mechanically reproduced records hold much in store for the registrar's office in the way of rendering wider and quicker service, and of effecting



economies in operating costs. During the introduction of various devices and processes, several problems as stated have presented themselves which once were regarded as solved. These problems should be corrected promptly and not be permitted to recur. No result is justifiable that is not adequate and above criticism. Each member who is interested should take inventory of the local requirements and determine upon the device which best meets the situation. The original expense of equipment and the volume of work to be accomplished, of course, enter into account, and then there is always the possibility that newer devices may develop almost over night and antique processes now in use or under consideration.

We have repeated in this report a number of points covered in the former reports to the Association, but we have done so thinking that the rapid development of different processes has been sufficient to justify the overlapping of reports and to indicate new adoptions by large universities.

#### LEGALITY OF PHOTOSTATIC COPIES

It seems appropriate to call attention again to the resolution adopted by the Association at the 1933 Convention pertaining to photostatic records. The resolution reads as follows:

WHEREAS, It is apparent that copies of official transcripts of students' scholastic records are being produced by outside agencies, resulting in a large number of photostats and other reproduction of records which have not been issued by registrars, being presented as official records, therefore, be it

RESOLVED, That this meeting recommend that each receiving registrar require a verification of such unofficial records; that each transcript or photostatic copy of scholastic record bear the statement that the record is unofficial unless it bears the signature of the registrar and the impress of the seal of his office or institution; and that the Secretary be asked to communicate to the proper agencies, such as the American Medical Association, associations of professional schools, and similar organizations to which students may present records, a statement of this action.

With reference to the legality of photostatic records, your Committee has not made a complete investigation in each state, but it is significant to note that the Michigan Statutes of Compiled Law, 1929, Act 142, 1925, page 184, Section 14249, makes the following provision:



Any photostat copy of the records, books, papers or documents belonging to or in the custody of any public, college or university library, or of any incorporated library society, when accompanied by a sworn statement made by the librarian or other officer or person in charge thereof, stating that the copy is made under his supervision or that of a duly authorized representative, and that nothing has been done to alter or change the original, and that the same is a true photostat copy of the original record, book, paper or document in his custody, shall be admissible as evidence in all courts and proceedings in like manner as the original would be if produced.

Your Committee recommends that on transcripts produced by mechanical processes, a statement similar to the following be included:

For purposes of certification, reproduced copy of original record shall not be valid without institutional impression seal and actual signature of the registrar.

IRA M. SMITH, *Chairman*  
J. G. QUICK  
H. G. ARNSDORF

### SOME NOTES ON THE RELATIVE MERITS OF TWO METHODS OF MAKING COPIES OF RECORDS

DANIEL L. RICH

#### *Camera Prints*

1. Special camera.
2. Dark room.
3. Special mercury vapor lamp (usually an integral part of the camera assembly).
4. Sharply critical time of exposure.

#### *B-W Prints*

1. No camera.
2. No dark room.
3. Special mercury vapor lamp is most convenient, special arc lamp sometimes used. We use a photographer's M-shaped mercury lamp.
4. Time of exposure may be varied 20 per cent with scarcely any noticeable effect.

5. Sharply critical time of development.
  - a. Development should be watched by expert or professional and stopped when picture is dense enough.
  - b. Print ruined if overdeveloped.
  - c. Print ruined if underdeveloped.
  - d. Developing solution should be at or near 60 degrees Fahrenheit.
6. Development requires a dark room and a ruby light.
7. Print should be rinsed before fixing.
8. Print must be fixed.
9. After fixing, print must be thoroughly washed.
  - a. Either running water or several changes of water required.
10. Print must be dried.
5. Time of development unimportant.
  - a. Neither special knowledge nor experience needed to develop.
  - b. Overdevelopment impossible.
  - c. Print not injured if underdeveloped. If not exposed to too bright a light, underdevelopment may be corrected by further development hours later.
  - d. Pay no attention to temperature of developer.
6. Developing done in an ordinary well-lighted office.
7. No rinsing needed.
8. No fixing needed.
9. No washing needed.
  - a. No water required.
10. Print dries automatically; dry enough to put in an envelope in less than two minutes.

- |   |  |
|---|--|
| a. Unless special drying machine or blotters and press be used, prints wrinkle badly. | a. Prints do not wrinkle                                       |
| b. Unless special care be taken, prints curl badly.                                   | b. Prints do curl somewhat.                                    |
| 11. Print shows white letters on a black background.                                  | 11. Print shows black letters on a white background.           |
| a. Legible, but inconvenient for pencil or ink notations.                             | a. Legible, and convenient for pencil and ink notations.       |
| 12. Prints rather easy to re-photograph, with possible revision of statements.        | 12. Much more difficult to reproduce without detection.        |
| 13. Original record may be on cardboard.  | 13. Original record must be on tracing cloth or tracing paper. |

#### TIME REQUIRED TO MAKE ONE SINGLE COPY

- |  |   |
|--|---|
| 1. Exposure, a few seconds. (Plate, film, or paper must be loaded in a dark room before exposure, and unloaded in a dark room after exposure.) | 1. Exposure, two to four minutes. (Paper holder loaded in light room. No more difficult than putting a sheet of paper into a typewriter.) |
| 2. Developing, a few seconds.  |   |
| 3. Rinsing, a few seconds.   | 3. No rinsing.  |
| 4. Fixing, several minutes.  | 4. No fixing.   |
| 5. Washing, 15 to 30 minutes.  | 5. No washing.  |
| 6. Drying, 1 to 3 hours.   | 6. Dries in 2 minutes, while lying on top of desk.  |
| 7. Total time to obtain one single good dry print—measured in hours.   | 7. Total time to obtain one single good dry print—less than 10 minutes.   |

# TIME REQUIRED TO MAKE FIVE THOUSAND COPIES

- |   |   |
|---|---|
| <p>1. Camera not adapted to quantity production. Individual exposure required, individual development desirable. We have never tried this method for more than a few copies at a time. Prints go through at the rate of one per minute, or 5,000 in 80 hours.</p> | <p>1. Use B-W Adapter on big Pease Blue printing Machine, and roll sensitized paper. Prints go through at the rate of 24 per minute, or 5,000 in less than 4 hours.<br/>Records leaving our office at 5 P.M. are returned with prints at 8 A.M. next morning.</p> |
|---|---|

## COST OF ONE SINGLE PRINT

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|--|--|
| <p>1. Developing solutions will keep indefinitely before mixing.<br/>To develop one print, from a pint to a quart of developer must be mixed. Wholly wasted, unless other prints are to be made very soon.<br/>Developing tray needed.</p> | <p>1. Developing solutions will keep indefinitely before mixing.<br/>To develop one print, less than a teaspoonful of developer must be mixed, just enough to dampen a very small piece of cheesecloth. None wasted, fresh mixture always available. No tray needed.</p> |
| <p>2. Fixing solution.<br/>Fixing tray.<br/>Cost varies widely with different cameras and different equipment.</p>   | <p>2. No fixing.<br/>No fixing tray needed.<br/>Actual cost of paper and chemicals, less than one and one-fourth cents for a 11 x 14 inch sheet.</p>   |

REPORT OF THE COMMITTEE ON  
ASSOCIATION POLICY

ROY W. BIXLER

The principal task of this committee was defined by the Association at the last annual meeting when it authorized the president-elect to appoint a committee to study two propositions that were submitted at that meeting, (1) the invitation to affiliate with several organizations interested in personnel and guidance, and (2) the question of the relation of the A.A.C.R. to the regional associations. A special committee responsible to the Committee on Association Policy, under the chairmanship of Mr. John C. McHugh, was appointed by the President to study the latter proposition. Mr. McHugh will present that part of the report.

I. *The Affiliation Proposal*

The background of the affiliation proposal was presented in an editorial in the April, 1934, number of the *Bulletin*, so that part of the work of the Committee will be omitted in this report.

Obviously it was necessary first to determine to what extent the interests and activities of the A.A.C.R. and of these other organizations are similar or overlapping. To this question the Committee has tried to give a theoretical and a practical answer.

The theoretical answer is based upon a consideration of the common ground between the functions of the registrar and the functions of personnel officers. In order to avoid disagreement as to the functions of the registrar, the Committee has defined them very broadly, in terms of areas of work, as follows: (1) admissions, (2) student records, and (3) interpretation of student records, it being understood that interpretation includes all studies and reports based on records. Fortunately an authority<sup>1</sup> in the field of personnel work has recently defined the functions of personnel

<sup>1</sup> Esther Lloyd-Jones, "Personnel Administration," *The Journal of Higher Education*, V. 3 (March, 1934), p. 141.

officers in education. We quote Esther Lloyd-Jones of Columbia University.

There does seem to be fairly general agreement as to the functions that personnel work includes. These are: administration of admissions, including selection and pre-college guidance; orientation of students; educational guidance, including the use of such instruments as objective tests; personal counseling, whether classified as psychological, religious, ethical, vocational, or personal; administration of the social program; supervision and direction of extra-curricular activities, including athletics and fraternities; administration of housing; administration of financial aid and part-time employment; supervision of student health; provision for a mental hygiene program; maintenance of adequate personnel records; placement; and research.

The administration of admission, the maintenance of adequate personnel records, and research appear to be common ground between what the registrars regard as their functions and what the officers referred to in Mrs. Jones' statement as personnel workers regard as their functions. The function of pre-college guidance needs further elaboration. It is certain that the conception of guidance in college is broadening. The leaders in the field of guidance and personnel no longer conceive of guidance in the college as wholly independent of guidance in the lower schools. Guidance is now being referred to in the literature as a continuous process from the kindergarten to vocational and professional adjustment. Typical of this type of thinking is the following statement made by Ben D. Wood,<sup>2</sup> in referring to the new concept of the relation between guidance and testing:

According to this conception, the highest purpose and ultimate aim of the objective testing movement is not to make better college entrance or course-credit examinations but to help inaugurate a continuous study of individuals throughout the whole educational ladder by means of systematically recorded comparable measures and observations which will make such spasmodic examinations largely unnecessary or at most only an addition to the growing record of a growing individual. From this viewpoint college admission is merely one aspect of the larger and vastly more important total guid-

<sup>2</sup> *Basic Considerations in Educational Testing*. Published by the Committee on Educational Testing, May, 1933.

*ance problem. College admission will become an orderly and constructive process rather than a single nervous act; it will become a part of the continuous progressive guidance of individuals into types of activities and ambitions which best suit their capacities and needs.*

In view of this statement, which undoubtedly represents the attitude of a large group of experts in educational testing, and Mrs. Jones' interpretation of the views of the leaders in guidance and personnel, we are compelled to conclude that there is much overlapping of interest and much common ground for cooperation. In the area of admissions this conclusion seems almost incontrovertible and the administration of guidance and personnel is so involved in registration and records that it is difficult to see how the registrar can fail to recognize much common ground in this area. With respect to the third area, surely none will say that research in the field of personnel administration could be carried on independent of the records in the registrar's office. Therefore, the theoretical answer is that much common ground is found in each of the three large areas of the registrar's work.

In order to obtain a practical answer to the question, the Chairman attended some of the meetings of the American College Personnel Association and some of the meetings of the National Vocational Guidance Association, and a joint meeting of these and six other organizations interested in guidance and personnel, at Cleveland, February 23 and 24, 1934. The topic discussed at the joint meeting was "Joint Planning for the Future."

The experience of your chairman in attending these meetings and in conversing with their members and officers left no doubt in his mind that there is much common ground. The American College Personnel Association, for example, spent one afternoon discussing problems that are everyday problems of officers of admissions. A roll call of research in progress could as well have been a similar report of the Committee on Special Projects of the A.A.C.R. One hears much about cumulative records in these circles. It is difficult to believe that the registrars are not interested in the development of cumulative records.



These organizations were meeting for the first time under joint planning, and the joint meeting referred to above was held for the purpose of giving expression to the value of it and to set a foot into the future. The representatives who spoke for their organizations at this meeting were unanimous in their approval of the results of joint planning so far, and in advocating a continuation of it. Before the close of the meeting a resolution was passed providing for a renewal of the Committee on Joint Planning for another year under the temporary chairmanship of Walter Van Dyke Bingham, who extended a very cordial invitation to the A.A.C.R. to provide an official representative on this committee.

The renewed committee has already held one meeting in New York City which was attended by Mr. Edward J. Grant as an official representative of the Committee on Association Policy and as an unofficial observer for the Association. At this meeting it was resolved to perfect a representative organization, called the American Council of Guidance and Personnel Associations. Two members of the Committee have, therefore, participated in the attempt to get a practical answer to the question of the amount of common ground, namely, the chairman, by attending the meetings at Cleveland, and Mr. Grant by attending the first meeting of the renewed Committee on Joint Planning, and they agree that in certain areas of work the registrar's interests coincide with those of guidance and personnel officers. In view of these theoretical and practical considerations, the Committee is of the unanimous opinion that there is sufficient common ground to warrant cooperation insofar as it is practicable.

A Committee on Coordination of Activities, of the National Occupational Conference, which subsequently resolved itself into the Committee on Joint Planning, recommended that the organizations interested in guidance and personnel consider coordination with reference to such points as the following:

1. Procedure for making available to all members of the various organizations the publications of other organizations at reduced rates.

2. Cooperation among the editors of the several publications in the preparation and exchange of abstracts, book reviews, and news notes.
3. Provision for joint publication of proceedings.
4. Provision for joint planning of activities.
5. Specifically, provision for joint planning of programs of meetings.
6. Provision for publication of a consolidated program of societies meeting at the same time and place.
7. Provision for exchange of information regarding studies in progress, proposed researches, methods of inquiry, sources of information, and similar matters of common interest.
8. Provision for joint headquarters with common use of library, editorial facilities, bookkeeping services, auditing, mimeographing, mailing lists, etc.
9. Establishment of a federation of personnel organizations, or a national council, to further the coordination of such activities as the above.

The Committee does not favor changing the date of the annual meeting to February, and, consequently, does not favor participation in points 3, 5, and 6 of the recommendations of the Committee on Coordination of Activities, all of which involve activities in connection with the annual meeting. The Committee has not considered what recommendation it would make on these points if the collaborating organizations would agree to meet in April.

Several disadvantages in meeting in February were noted. Three, however, were considered to be the most serious obstacles, namely, (1) that most registrars are too busy at that time to leave their offices for a week, (2) that it would not be desirable to limit the places of meeting to the cities that can entertain the N.E.A., and (3) that satisfactory hotel space for the meeting would be difficult to obtain in competition with several other organizations, some of which are considerably larger than ours.

The Committee does not favor participation in a joint

headquarters by the A.A.C.R. The maintenance of such headquarters, it is believed, would encourage the development of a central office which would be expensive to maintain and which might become so efficient that the parent organizations would become practically non-functioning and eventually be replaced by it.

This leaves points of coordination 1, 2, 7 and 9 to be considered. The Committee favors cooperation of the A.A.C.R. at points 1, 2, and 7. With reference to these points, it is believed that encouragement of wider distribution of the publications would result in better mutual understanding of activities and that a clearing house for news, book reviews, abstracts of studies, and proposed research, and similar matters of common interest would be a move in the direction of efficiency, and would provide a common ground upon which the A.A.C.R. would contact the other organizations.

With reference to point 9, the Committee favors participation of the A.A.C.R. in a federation (the American Council of Guidance and Personnel Associations) provided such participation may be limited to the activities in which the Association desires to cooperate and collaborate.

The Committee believes that one of the most fruitful possibilities for cooperation was not mentioned by the Committee on Coordination of Activities, namely, cooperation in the promotion, extension, and perfection of pre-college guidance. This the Committee believes to be the most important common ground. Those who are interested in the large problem of guidance, as characterized by Dr. Wood, and those who are interested primarily in the college admissions phase of guidance, would find here much common ground for cooperation. Furthermore, another large group would enter the field at this point, namely, those interested primarily in tests as they are related to the guidance program. State-wide testing programs are now in operation in at least eleven states and as many others will soon announce programs. This is a movement in which

registrars and all others interested in pre-college guidance and those interested in educational testing could cooperate most effectively if the machinery for such cooperation should be established.

The Committee believes that an affiliation with the organizations in question under the conditions already defined would provide the machinery for cooperation and submits the following recommendations:

1. That the American Association of Collegiate Registrars authorize and instruct the President-elect to arrange for affiliation with the American Council of Guidance and Personnel Associations, as provided by the Constitution of that Council.<sup>3</sup>
2. That the Committee on Special Projects be designated as the appropriate body for cooperating with the other organizations in the provision for exchange of information regarding studies in progress, proposed researches, methods of inquiry, sources of information, and similar matters of common interest.
3. That the *Bulletin* be designated as the appropriate organ for cooperation in the preparation and exchange of abstracts, book reviews, and news notes.
4. That the new executive committee be authorized to make a reciprocal arrangement with reference to the subscription rate of the *Bulletin* to members of the other organizations in the Council.
5. That the President-elect be authorized and instructed to appoint a committee to make a special study of the status of state and nation-wide programs of testing in the secondary schools as they are related to college admissions, with the special purpose of discovering how the A.A.C.R. may best cooperate in the promotion, extension, perfection, and coordination of such

<sup>3</sup> See p. 476.

programs, and that this committee be instructed to report at the next annual meeting of the Association.

## II. *The Relation of the A.A.C.R. to the Regional Associations*

Presented by JOHN C. McHUGH

It is the consensus of the Committee that mutually satisfactory terms and conditions be formulated for the affiliation of the various regional associations of registrars with the A.A.C.R., and, therefore, recommends:

A. That in connection with the proposed affiliation each regional association reserve unto itself the following rights and privileges:

- (1) To establish its own constitution, in accordance with local needs, but in every respect consistent with the provisions of the constitution of the national association.
- (2) To determine its own boundary lines with due consideration for those of existing regional associations; and to determine its own membership of appropriate officers of collegiate institutions, with the understanding that the membership of an association may include officers of institutions not located within the boundaries of that association.
- (3) To elect its own officers, to conduct its meetings according to regional interests and needs, and to determine its membership fees, number of meetings, etc., except as hereinafter provided.

B. That on and after May 1, 1934, any regional association of registrars is invited to become affiliated with the national association on the following terms:

- (1) The regional association should appoint an official delegate, preferably the president or a past president of that association, to a conference known as the Affiliated Regional Association Conference (hereinafter referred to as the A.R.A. Conference) to be

convened at the time of the annual meeting of the A.A.C.R.

- (2) The members of the A.R.A. Conference should meet at least once a year with the Executive Committee of the A.A.C.R. to plan, jointly, a coordinated program of activity for the A.A.C.R. and the regional associations. In outlining such a program, the Conference should arrange for simultaneous, cooperative, or independent investigations, studies, and discussions, depending upon the type of activity suggested.
  - (3) The regional association should submit the program and proceedings of its annual meeting to the Editor of the *Bulletin* for publication.
  - (4) The regional association should select, by a committee, the best papers, studies, or projects presented at each annual meeting, and submit them, immediately after the meeting, to the Editor of the *Bulletin* for publication, subject to his approval.
- C. If feasible, both national and regional association meetings should be held annually, but the regional association meetings should be held at a time not conflicting with the national meeting.

### III. *Continuity of Policy*

The activities herein recommended would involve the Association in a program of cooperation with the other organizations in development along specific lines. To achieve the best results, this development should be allowed to proceed under a continuity of policy on the part of the Association, and continuity of policy would be best achieved, it is believed, by continuity of the Executive Committee.

The Committee on Association Policy, therefore, recommends that the Committee on Revision of the Constitution consider a revision that would define the Executive Committee in such a way that at least three of its members

must be held over from the previous year, and that such a revision be recommended to the Association.

Respectfully submitted,

ROY W. BIXLER, *Chairman*

EZRA L. GILLIS

FRED L. KERR

J. P. MITCHELL

ALICE L. BUTLER

EDWARD J. GRANT

J. C. MACKINNON

*Sub-committee*

JOHN C. McHUGH, *Chairman*

H. W. FRANTZ

ERNEST C. MILLER

PRESIDENT HOLT: Possibly you would prefer to consider the report of the Committee on Association Policy by sections. Or would you prefer to consider it as a whole?

MR. THOMASON: I move the adoption of the entire report.

MR. MITCHELL: I second the motion.

PRESIDENT HOLT: The motion is that the entire report be adopted, and the motion has been seconded. Is there any discussion?

MR. SMITH: Mr. Chairman, what is the status with reference to the Association meeting at the time of the Department of Superintendence? Is it not true that they are about to disband that unified organization, in a measure? According to the newspaper reports and the weekly reports of the Cleveland meeting, there seems to be a feeling on the part of a good many that the Association meeting at the time of the Department of Superintendence of the N.E.A. are wagging the dog. I am wondering if that is apt to happen in our organization.

PRESIDENT HOLT: Mr. Bixler, you were at Cleveland. Will you speak to that?

MR. BIXLER: Mr. Chairman, I was at Cleveland, but I did not hear any talk or any gossip of that sort. I attended a meeting of all of these associations—there were some 300



or 400 people present—a joint meeting for planning for the future, and, as I said in the report, that meeting seemed to be almost unanimous in the approval of the work of the past year, and there was nothing said in that meeting about disbanding the joint meetings.

As far as the tail wagging the dog is concerned, I don't see how that could apply to us, because the Committee is not recommending that we meet with these other associations.

MR. DEMPSTER: Mr. Chairman, I would like to know to what extent we need to commit ourselves financially?

MR. BIXLER: Mr. Chairman, it will cost us five dollars a year to be an affiliated member.

MR. DEMPSTER: There is no way that the federation can tax this Association?

MR. BIXLER: Not by the Constitution as in its present form.

MR. DEMPSTER: If the Constitution of the Federation is changed, are we permitted to withdraw?

MR. BIXLER: We may withdraw any time.

PRESIDENT HOLT: Is there any further discussion? There are three divisions to that report. Is there a discussion of any other section of it? You have heard the motion. Are you ready for the question? All in favor, signify by saying "Aye." Contrary, "No." The motion is carried.

## CONSTITUTION OF THE AMERICAN COUNCIL OF GUIDANCE AND PERSONNEL ASSOCIATIONS

### PREAMBLE

During the past generation living has become more and more complicated and the individual in society has encountered increasing difficulty in adjusting himself to unprecedented situations.

Various agencies have introduced measures designed to assist persons to make the continually recurring adjustments. Some of these agencies emphasize educational guidance, some vocational guidance, others social relationships. Some serve youths, others adults; some minister to persons with particular handicaps; but all are concerned with the individual and all endeavor to help him to adjust himself to his environment—a service generally known as Guidance and Personnel.

In the promotion of this type of service, a body of professional workers has arisen, who have associated themselves in several professional groupings. Although these organizations have heretofore pursued separate ways, they now feel that they should coordinate their efforts and resources and thereby hasten the attainment of their common objective.

United in this hope the following-named organizations hereby organize the American Council of Guidance and Personnel Associations and subscribe to the following Articles of Constitution:

*Article I. Name*

The name of this organization shall be The American Council of Guidance and Personnel Associations.

*Article II. Objects*

1. To effect a closer cooperation among the associations at work in Guidance and Personnel.
2. To work toward higher professional standards in this field.
3. To promote understanding and development of the principles and practices of Guidance and Personnel.

*Article III. Membership*

*Section 1.* The American Council of Guidance and Personnel Associations shall consist of the following organizations: American College Personnel Association, National Association of Deans of Women, National Vocational Guidance Association, Personnel Research Federation, Southern Women's Educational Alliance, Teachers College Personnel Association, National Federation of Bureaus of Occupations; and of others having aims consonant with those of this Council stated above; these organizations to be admitted as members and in accordance with the by-laws of the Council on vote of the present member-associations or their officially empowered representatives.

*Section 2.* The Council shall be composed of two classes of organizations as follows: member-associations and affiliated-organizations. Organizations and agencies not eligible for membership may become associated with the Council as Affiliated-organizations on terms fixed by the Delegate Assembly.

*Article IV. Delegate Assembly*

*Section 1.* There shall be a Delegate Assembly composed of three representatives from each member-association and one representative from each affiliated-organization. One representative from each organization in the Council shall be the president or such other executive officer as may be designated by the organization con-

cerned. The other representatives shall be appointed in such way as the respective organization sees fit.

*Section 2.* The Delegate Assembly shall meet annually to elect officers and determine policies of the Council.

*Section 3.* The Delegate Assembly shall have power to determine dues for membership and affiliation in the Council.

#### *Article V. Officers*

*Section 1.* The officers shall be as follows: President, Vice-President, Secretary-Treasurer.

*Section 2.* The officers shall be elected annually by the Delegate Assembly.

#### *Article VI. Executive Committee*

*Section 1.* There shall be an executive committee consisting of one representative from each organization comprising the Council. An alternate representative may be allowed each organization at its discretion.

*Section 2.* The executive committee shall elect its own chairman and appoint such special committees as it sees fit.

*Section 3.* The executive committee shall have power to appoint a committee to draft by-laws which shall be voted upon by the Delegate Assembly.

#### *Article VII. Committees*

There may be committees appointed for the performance of specific tasks appropriate to the aims of the Council, these committees to consist of representatives of the organizations comprising the Council, such representatives to be chosen, if expedient, from the Delegate Assembly. Some of these committees may be as follows: Publicity, Research, Editorial, Program, etc.

#### *Article VIII. Amendments*

This constitution may be amended by the affirmative vote of three-fourths of the member- and affiliated-organizations; any proposed amendment shall be submitted to each of the organizations at least two months before the time of its legally-appointed meeting.

#### *Article IX. Adoption*

Acting on the authority conferred on them by their respective associations, the following persons hereby adopt these Articles of Constitution and constitute themselves as the Executive Committee to serve until the first meeting of the Delegate Assembly.

## REPORT OF THE COMMITTEE ON OFFICE FORMS AND FILING EQUIPMENT

ARTHUR H. LARSON

The Committee on Office Forms and Filing Equipment begs leave to submit the following report of its operation since the 1933 meeting:

The collection of forms has been sent to nine registrars during the past year. It is suggested that registrars wishing this material during the year should inform the Committee as far in advance as possible in order that the shipment may be routed in the most economical manner possible. The material in each case is sent express collect. The weight is approximately 135 pounds.

The Committee is gratified over the increased number of commercial exhibits represented this year. The main purpose is to include those firms dealing in material of special interest to the work of the registrar in order that new ideas may thus be conveniently presented.

The committee wishes to offer two suggestions:

1. Members are urged to submit copies of new forms to the chairman so they may be incorporated in the permanent exhibit which will then represent current practices in use.
2. Kindly notify the Committee of new apparatus made or purchased during the year. Efforts will then be made to have such material on exhibit at the annual convention.

The Committee is pleased to announce that in spite of the nominal fee charged for exhibit space more firms were represented so that a small balance will result above expense to be turned over to the Association treasury.

MR. LARSON: I move the adoption of this report.

MR. SMITH: I second the motion.

PRESIDENT HOLT: You have heard the motion. Is there

any discussion? All those in favor, say "Aye." Contrary, "No." It is carried and the report is adopted.

Respectfully submitted,

ARTHUR H. LARSON, *Chairman*

DONALD FITCH

M. E. GLADFELTER

## REPORT OF THE BUDGET COMMITTEE

J. P. MITCHELL

The Budget Committee has had quite a problem this year. We have a considerable balance left over from the past. We are fortunate in that respect. We are very much in the position of many of our own institutions in trying to cut our expenses down to meet our estimated income. There is no prospect that we can do so without a very serious sacrifice of our activities, and especially a sacrifice in the character of the *Bulletin*, which seems to the Committee most undesirable, as there is probably nothing that appeals to our membership more or gives them better value, for many of them the only value for their dues, than a well-printed, well-edited, and a good *Bulletin*.

The Budget Committee, therefore, proposes a budget which will draw slightly on the reserves that have been accumulated in the past.

Following is the proposed budget, showing also the 1933-34 budget and the 1933-34 expenditures.

### PROPOSED BUDGET 1934-35

	1933-34		1934-35	
	Budget	Actual Net Paid Out	Proposed Budget	
President's office .....	\$ 100.00	\$ 33.25	\$ 100.00	
Secretary's office .....	75.00	36.80	50.00	
Treasurer's office .....	150.00	137.84	150.00	
Second Vice-President's office...	25.00	—		
Editor's office .....	2,400.00	2,454.83	2,300.00	
Convention 1933}		445.67		
Convention 1934}	800.00	367.63	500.00	
Committee on Special Projects..	400.00	383.43	400.00	
	<hr/>	<hr/>	<hr/>	
	\$3,950.00	\$3,859.45	\$3,500.00	

To meet these expenditures the Committee estimates the income as follows, compared with 1933-34 estimates and expenditures:

## ESTIMATE OF RECEIPTS 1934-35

	1933-34		1934-35	
	<i>Estimated</i>	<i>Actual</i>	<i>Estimated</i>	
		<i>Net</i>		
		<i>Expended</i>		
Interest.....	\$ 100.00	\$ 73.34	\$ 75.00	
Dues.....	3,100.00	3,244.93	3,000.00	
Sale of <i>Bulletins</i> .....	50.00	66.60	50.00	
Subscription to <i>Bulletin</i> .....	50.00	59.30	75.00	
Reedited Proceedings .....	—	2.75	—	
Advertising in <i>Bulletin</i> .....	50.00	31.50	50.00	
	<hr/>	<hr/>	<hr/>	
	\$3,350.00	\$3,467.42	\$3,250.00	
		From reserves.....	250.00	
			<hr/>	
			\$3,500.00	

Respectfully submitted,

J. P. MITCHELL, *Chairman*  
R. N. DEMPSTER  
J. G. QUICK

MR. MITCHELL: On behalf of the Budget Committee, I submit this report and move its adoption.

MR. SMITH: I second the motion.

PRESIDENT HOLT: You have heard the motion with reference to the adoption of the report of the Budget Committee. Is there any question or any discussion? All those in favor, signify by saying "Aye." Opposed, "No." The motion is carried.

## REPORT OF THE COMMITTEE ON RESOLUTIONS

EMMA E. DETERS

Your Committee on Resolutions presents the following report—

Since the members of the Committee on Local Arrangements, under the able leadership of Mrs. Lelia G. Hartman, have willingly assumed and faithfully and efficiently discharged the numerous duties incident to the local arrangements for this meeting, thereby making our stay in Cincinnati a most pleasant and profitable experience; and since the administration of the University of Cincinnati has generously cooperated to promote the success of the meeting; and since the Girls' Chorus of the University of Cincinnati and the Men's Double Quartette of Xavier University added immeasurably to the program of the Annual Dinner; and since those serving as guest speakers on the program of all sessions have brought much value to those in attendance; and since the efficient management of the Hotel Gibson has so courteously placed the facilities of the hotel at our disposal; we, *The American Association of Collegiate Registrars*, extend to these individuals and institutions a vote of thanks for their respective contributions to the success of the meeting and request the Secretary of the Association to communicate to them our appreciation.

Since our last meeting, the Association has lost through death the following members and friends: William Wallace Dunn, Registrar of Union University; Mary Frazer Smith, Registrar of Wellesley College; Frances C. Hunter, Registrar, School of Medicine, Western Reserve University; Adam Leroy Jones, Director of Admissions, Columbia University; and Joseph R. Ellis, Registrar of Freshmen, Yale University. We hereby record our deep sorrow at their passing, and our sincere appreciation of their service in the profession.

Mr. Willard M. Hillegeist, Registrar of the University of Maryland, has been unable to attend our national conventions during the past three years. His absence is not of his



own choice as he has been detained in Baltimore because of a physical disability. His enthusiasm for the advancement of the interests of this organization is as keen today as it was when he was an energetic participant in our activities.

The first office which Mr. Hillegeist held was that of Treasurer. In 1920 he was elected to this very responsible position and immediately addressed himself to the task of improving the financial condition of the Association. To say that he was successful is putting it mildly. The deficit which he inherited in 1920 was turned into a cash reserve fund of more than \$2,400 in 1926, when he relinquished these duties. During this period the membership, largely through his personal effort and interest, grew from 194 to 384.

During the year 1926-27 he served as Second Vice-President. The duties of this office relate to membership. In 1927 the number of institutions maintaining membership in this organization reached 504. He also organized the first State Chapter of our Association.

In view of his distinguished services and his unavoidable absence, be it resolved that the American Association of Collegiate Registrars, in convention assembled, extend to Willard M. Hillegeist its appreciation of his unselfish efforts in extending the influence and work of the Association and the affectionate regards of his many friends, and further that a copy of this resolution be forwarded to him.

This committee begs also to make the following observations and recommendations. Constructive educational guidance depends upon accurate and more comprehensive information regarding pupils as growing individuals. This information should include comparable measures of aptitudes and achievements over a period of years such as a record of personal development, concrete observations on conditions, and evidences of permanent and dominant interests, attitude and habits. Since it is desirable to study the individual as a growing phenomenon, this study of the individual must extend over a period of years and the measurements taken should be as comparable and meaningful as possible. The colleges cannot secure information on the

previous growth of children except through the cooperation of the high schools. The Association is not in sympathy with any tendency to increase prescriptive elements in the high school curriculum or in college entrance requirements, but it does urgently invite the secondary schools of the country to cooperate with the colleges in developing more constructive educational guidance by furnishing more adequate and systematic information regarding pupils throughout their secondary school careers. The Association believes that the most adequate and feasible plan which has been recommended for the high schools is that originally described by the American Council in the *Educational Record Supplement* of July, 1928. This plan has been more recently described and stated in terms of an operating program by Dean Max McConn, in the *Educational Record* for October, 1933.

The maintenance of cumulative records—graphs so far as possible—similar to, or adapted from, the American Council's Cumulative Record Form is recommended. The Association invites special attention to the provisions made on that form for the recording of information of a non-academic type since more than three-quarters of the space on the form is devoted to information of this kind.

In view of the above, the Association endorses the state-wide programs such as those in Colorado, Indiana, Iowa, Kentucky, Minnesota, Wisconsin, and Wyoming, and views with great hopes the recent appointment of joint commissions for the purpose of organizing state-wide programs in such states as Georgia, New Mexico and Texas.

We are further informed that measures looking towards national appropriations are being considered by the Congress of the United States.

Respectfully submitted,

EMMA E. DETERS, *Chairman*

H. C. DORCAS

T. J. WILSON

MISS DETERS: Mr. President, I move the adoption of this report and this program.

MR. SMITH: I second the motion.

PRESIDENT HOLT: You have heard the motion to adopt the report of the Committee on Resolutions. Is there any discussion?

MR. MITCHELL: Mr. Chairman, I did not quite hear the resolution in full, but a few minutes ago we authorized the appointment of a special committee, when we adopted the report of the Committee on Association Policy, to study the field of articulation between secondary and higher education. Does this conflict with it in any way, or should this resolution be referred to that special committee?

PRESIDENT HOLT: Do you see a conflict, Mr. Bixler?

MR. BIXLER: Miss Deters and I talked that over in advance and we did not see any conflict. We felt that the two reports supplemented each other.

PRESIDENT HOLT: Is there any other question or discussion? Are you ready for the question? All those in favor of the adoption of the report of the Committee on Resolutions will signify it by saying "Aye." Contrary, "No." The report is adopted.

### REPORT OF THE COMMITTEE ON NOMINATIONS<sup>1</sup>

The Committee on Nominations submits the following for nomination:

President, Mr. K.P.R. Neville, University of Western Ontario

First Vice-President, Mrs. Lelia G. Hartman, University of Cincinnati

Second Vice-President, Mr. H. W. Holter, Bucknell University

Third Vice-President, Mr. G. S. Patterson, Wake Forest College

<sup>1</sup> Presented on Wednesday morning.

Secretary, Mr. J. A. Robinson, George Peabody College  
for Teachers

Treasurer, Miss Emma Deters, University of Buffalo

Editor, Mr. Roy W. Bixler, University of Chicago

Respectfully submitted,

FLORENCE I. MCGAHEY, *Chairman*

JENNIE M. TABB

ALMA H. PREINKERT

RALPH B. STONE

H. M. PYLES

The report of the Nomination Committee was accepted  
and the persons nominated were elected by acclamation.

## REPORT OF THE COMMITTEE ON LOCAL ARRANGEMENTS

LELIA HARTMAN

The formal report of this Committee appears on pages  
494-500.

## INTRODUCTION OF THE PRESIDENT-ELECT

*MR. HOLT: We now come to the climax of the whole convention. Mr. West, in starting to make his report this afternoon, suggested to you that he had read a report with reference to a Canadian registrar who had said that, in his judgment, every administrative official ought to be shot at the age of 40. Now, I suspect that it is true up in Canada that when a very important official makes a statement, it gets into the general news of America, so I happened to see it in an Associated Press dispatch.*

*I knew the gentleman who is said to have made this statement, so I wrote him a letter. I wondered if he realized that sometime in the future he would arrive at the age of 40 and whether he wouldn't have some concern for himself at that time. In his reply to me he said, "I wasn't quoted correctly at all, I didn't say that every administrative official ought to be shot at the age of 40. All I said was that every administrative official ought to be chloroformed at 40. I also suggested that they should not include registrars."*

Now, that gentleman becomes President of the Association for next year and I am very happy at this time to present to you this notorious gentleman from Canada, whom we all admire and are happy to have as the administrative officer of this organization, and who, when he arrives at the age of 40, I hope, will be neither shot nor chloroformed, Mr. Neville of Western Ontario.

PRESIDENT-ELECT NEVILLE: Mr. President, members of the Association:

The morning after that notorious falsehood of the usual reporter's efficiency appeared in the public press, I happened to be in the office of the retiring Chief Superintendent of Education of my native Province, which some of you might be interested in knowing is the Province of Ontario. He had just celebrated a couple of days before his 78th birthday, and he felt that if I was right in that little matter of 40, he perhaps had overstayed his welcome. But he admitted that he had escaped at 40, and said, "What is worrying me at the present minute is whether they are going to get me in a couple of years on the second round."

I am not going to explain anything about that 40 business. I have heard enough of it to be thoroughly sick, because I didn't say that educators over 40 should be either chloroformed, shot, or removed by any other method of peaceful decapitation. It isn't a question of calendar years; it is a question of the years from the neck up, and you can't be sure just when the closing hour for certain ones of our educational fraternity ought to come. Some of them are too old to start, before they even get to college.

It goes without saying that I would be the veriest ingrate if I didn't express my appreciation for what this Association did to me yesterday. I have had a very pleasant experience since 1922, my first Association meeting, with the various members with whom I have become acquainted. I had, of course, years and years ago—this is an old story to most of you—a rather extended, shall I say, United States experience. It was 11 years in educational work on this side before I was "called back 'ome." Some of my best friends in the world are among you and among other U. S. educators who,

unfortunately, have never been exalted to the rank of university registrars, and I cherish very deeply those associations.

*I don't think—that is an English expression; I should use the negative as Romans do—I think that nothing has occurred to me in my educational experience that I appreciate more than your vote in support of the Nominating Committee, not for myself, but for one or two other reasons. It implemented a fond idea of mine that there doesn't exist an international boundary in the essential things of education. I don't believe there is any such thing, and your reception of me here year after year has gone a considerable distance to confirm my conviction. In details, there are differences; yes, you talk about things that even I don't understand. But in the essentials, no; we are all one.*

You have done another thing in the kindness shown me. You have recognized a small institution, not a state institution but a private institution, with a registration quite on the under side of 2,000; and I think that is a very satisfactory situation to a lot of our "brethren and sistern" who may feel that they have been somewhat overlooked in the past distribution of offices.

As the old President said, two executives met in solemn conference at lunch time—more conference than solemn—and discussed certain things in which you might be interested. I can't imagine *all* of you being interested in any one thing, but some of you might be interested in the time and place (without the girl) of next year's meeting.

This year, we are running in conflict with the North Central Association. If possible, that should be avoided in the future and, therefore, the resolution was passed in the Executives to throw the convention forward to what corresponds to next week. That would be the 23rd, 24th and 25th of April, 1935.

Around the halls here, we have all heard subterranean rumblings about the Association's affairs. One was that perhaps this area in which we have been meeting for the last three years had been over-exposed to the good things of this

world and that perhaps—not perhaps, but assuredly—we should move out of the North Central section for next year.

Well, if we are going to move out of the center of population, it looked fairly reasonable to revert to the resolution that was passed at Atlanta in 1926 and return to the zone sequence. For 1935, that would mean *the Southeast*, and, with the unanimous vote of the members of the Executive Committee, the invitation of the city of Raleigh, North Carolina, was accepted.

There never has been a president in the history of the Association who is going to need more the help of the members of the organization than I shall next year. I know that I am going to get that assistance. I feel that confidently. Please don't resent too frequent letters if they come your way. I am going to need all the advice and assistance and help that you can give; and I think I am white enough to appreciate it. Thank you kindly for the extra work you will have to do.



Regional Associations of Collegiate Registrars in the United States

(If you know of any additions or corrections to this list, will you kindly advise me of the same?)

H. W. Frantz, Registrar  
La Verne College  
La Verne, California

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Association of Ohio College Registrars and Examiners	President - Clarence M. Eddy, Denison University, Granville, Ohio
Colorado-Wyoming Association of Collegiate Registrars	Alfred C. Nelson, University of Denver, Denver, Colorado
Illinois Association of Collegiate Registrars	President - John C. McHugh, DePaul University, Chicago, Illinois
Kansas Association of Collegiate Registrars	L. D. Wittemore, Washburn College, Topeka, Kansas
Kentucky Association of Registrars	President - Mrs. Cleo Gillis Hester, Murray State Teachers College, Murray, Kentucky Secretary - Mrs. Margaret B. Kilby, Ashbury College, Wilmore, Ky.
Maryland Branch American Association of Collegiate Registrars	W. M. Hillegeist, University of Maryland, Baltimore, Maryland
Michigan Association of Collegiate Registrars	Ira M. Smith, University of Michigan, Ann Arbor, Michigan
Middle States Association of Collegiate Registrars	H. G. Sutton, Director of Admissions, George Washington University, Washington, D.C.
Minnesota Association of Collegiate Registrars	R. M. West, University of Minnesota, Minneapolis, Minnesota
Nebraska Branch American Association of Collegiate Registrars	C. W. Helmstadter, Municipal University of Omaha, Omaha, Nebraska
New England Association of Collegiate Registrars	President - J. C. McKinnon, Massachusetts Institute of Technology, Cambridge, Mass.
North Carolina Association of Collegiate Registrars	Miss Mary Taylor Moore, Woman's College of the University of North Carolina, Greensboro, N. C.
Oklahoma Association of Collegiate Registrars	President - Broun H. Mayall, Oklahoma College for Women, Chickasha, Oklahoma

Pacific Coast Association of  
Collegiate Registrars

President - Theron Clark, University  
of Southern California, Los  
Angeles, California  
Secretary - Karl L. Cowdery, Stan-  
ford University, California

South Carolina Association of  
Collegiate Registrars

R. H. Jones, Winthrop College,  
Rock Hill, South Carolina

Texas Branch American Associa-  
tion of Collegiate Registrars

President - Miss Edna E. Phillips,  
Stephen F. Austin State Teachers  
College, Nacogdoches, Texas  
Secretary - L. H. Kidd, Southwest  
Texas State Teachers College,  
San Marcos, Texas

Virginia Registrar's Association

E. S. Mattingly, Washington and Lee  
University, Lexington, Virginia

West Virginia Association of Col-  
legiate Registrars

President - C. H. Archer, Concord  
State Teachers College, Athens,  
West Virginia

Wisconsin Association of Col-  
legiate Registrars

F. D. Holt, University of Wisconsin,  
Madison, Wisconsin

Occasional Conferences  
New York State

E. J. Grant, Columbia University,  
New York City

## ORGANIZATION OF THE ASSOCIATION

## OFFICERS, 1933-34

*President*—F. O. HOLT.....University of Wisconsin  
*First Vice-President*—K. P. R. NEVILLE  
 University of Western Ontario  
*Second Vice-President*—EDITH D. COCKINS .Ohio State University  
*Third Vice-President*—DONALD M. LOVE.....Oberlin College  
*Secretary*—FRED L. KERR.....University of Arkansas  
*Treasurer*—J. C. MACKINNON  
 Massachusetts Institute of Technology  
*Editor*—ROY W. BIXLER.....University of Chicago

## STANDING AND SPECIAL COMMITTEES

## SPECIAL PROJECTS

R. M. West, <i>Chairman</i> .....	University of Minnesota
Ira M. Smith.....	University of Michigan
Fred L. Kerr.....	University of Arkansas
J. P. Mitchell.....	Stanford University
K. P. R. Neville.....	University of Western Ontario
R. N. Dempster.....	Johns Hopkins University

## ASSOCIATION POLICY

Roy W. Bixler, <i>Chairman</i> .....	University of Chicago
Alice L. Butler.....	Western College for Women
Ezra L. Gillis.....	University of Kentucky
E. J. Grant.....	Columbia University
Fred L. Kerr.....	University of Arkansas
J. C. MacKinnon.....	Massachusetts Institute of Technology
J. P. Mitchell.....	Stanford University

**SUB-COMMITTEE ON ASSOCIATION POLICY**

John C. McHugh, *Chairman*.....DePaul University  
Ernest C. Miller.....University of Chicago  
H. L. Frantz.....LaVerne College

## BUDGET

J. P. Mitchell, *Chairman* . . . . . Stanford University  
R. N. Dempster . . . . . Johns Hopkins University  
J. G. Quick . . . . . University of Pittsburgh

STUDY OF TRANSCRIPT FORMS

Ira M. Smith, *Chairman*.....University of Michigan  
H. G. Arnsdorf.....New York University  
J. G. Quick.....University of Pittsburgh

PROFESSIONAL EDUCATION

Ezra L. Gillis, *Chairman*.....University of Kentucky  
Edith Cockins.....Ohio State University  
J. R. Robinson.....George Peabody College for Teachers

CONVENTION COMMITTEES

LOCAL ARRANGEMENTS AND TRANSPORTATION

Lelia Hartman, *Chairman*.....University of Cincinnati  
Helen H. Burgoyne, *Sub-Chairman*.....University of Cincinnati  
E. L. Talbert.....University of Cincinnati  
Raymond Fellinger.....Xavier University  
Henry Englander.....Hebrew Union College  
W. Craig Smyser.....Miami University  
Alice L. Butler.....Western College for Women

REGISTRATION AND INTRODUCTION

Lelia Hartman, *Chairman*.....University of Cincinnati  
Helen H. Burgoyne, *Sub-Chairman*.....University of Cincinnati  
E. L. Talbert.....University of Cincinnati  
Maragretta Jones.....University of Cincinnati  
Laura Belle Bahman.....University of Cincinnati  
Frieda Ziegler.....University of Cincinnati

NOMINATIONS

Florence I. McGahey, *Chairman*.....University of Nebraska  
Alma H. Preinkert.....University of Maryland  
Jennie M. Tabb.....Virginia State Teachers College  
R. B. Stone.....Purdue University  
H. M. Pyles, Jr.....Kentucky Wesleyan College

RESOLUTIONS

Emma Deters, *Chairman*.....University of Buffalo  
T. J. Wilson.....University of North Carolina  
H. C. Dorcas.....University of Iowa

AUDITING

R. F. Thomason, *Chairman*.....University of Tennessee  
W. S. Hoffman.....Pennsylvania State College  
J. G. Stipe.....Emory University

## OFFICE FORMS AND FILING EQUIPMENT

A. H. Larson, *Chairman*

Eastman School of Music, University of Rochester

Donald Fitch.....Denison University

M. E. Gladfelter.....Temple University

## THE CONSTITUTION

## Article I—Name

The name of the organization shall be the American Association of Collegiate Registrars.

## Article II—Purpose

The purposes of this Association shall be to provide, by means of annual conferences and otherwise, for the spread of information on problems of common interest to its members, and to contribute to the advancement of education in America.

## Article III—Membership

SECTION 1. Active Membership. Any officer charged with the duty of registration, or of passing upon entrance credentials, or of recording the standing of students in any recognized institution of higher learning in the United States or in Canada, shall be eligible to active membership on payment of an annual due of five dollars. It is understood that active membership is either institutional or personal.

Any member who shall fail to pay his annual dues for two consecutive years will, after notice in writing from the treasurer, be dropped automatically from the list of members.

SECTION 2. Honorary Membership. Honorary membership may be recommended by any member of the Association to the Executive Committee. Election to honorary membership will rest with the Executive Committee, but only those who continue in some educational work, or who are retiring from active service, and only those who have been in the profession long enough, or who have been sufficiently active in the Association to warrant the assumption that they are interested in the Association's progress will be elected by the Executive Committee.

## Article IV—Officers

SECTION 1. The officers of this Association shall be a president, a first vice-president, a second vice-president, a third vice-president, a secretary, a treasurer, and an editor. These officers shall be elected by ballot at each annual meeting, a majority vote of those present being necessary to election. They shall hold office from the adjournment of the meeting at which they were elected until the adjournment of the next annual meeting.

SECTION 2. Duties of Officers:

(a) It shall be the duty of the president to assume full responsibility for all of the general activities of the Association, to conduct all necessary correspondence with the members in regard to the annual program, and, with the assistance of the Executive Committee, to arrange the program. All bills must be approved by the president before payment. He shall refer to an auditing committee the annual report of the treasurer. In case the office of president becomes vacant, the order of succession shall be first vice-president, second vice-president, third vice-president.

(b) It shall be the duty of the second vice-president to have charge of the campaign for extending the membership of the Association.

(c) It shall be the duty of the secretary to keep an accurate list of the members of the Association, correcting same from time to time upon the advice of the treasurer. He shall be the custodian of the records of the Association. He shall, with the assistance of a stenographer, keep the minutes of the annual meeting. He shall keep minutes of the meetings of the Executive Committee.

(d) In addition to the usual duties of the office, the treasurer shall collect the membership dues and shall report changes in the list of members to the president, the second vice-president, and the secretary. He shall make an annual report to the Executive Committee.

(e) It shall be the duty of the editor to print and distribute the proceedings of the annual meeting and all other bulletins printed by the Association.

Article V—Executive Committee

The officers named in Article IV shall constitute an Executive Committee, with power to fix the time and place of the next annual meeting, to assist the president in arranging the program, and to make other necessary arrangements.

Article VI—Budget Committee

There shall be a Budget Committee consisting of three members, one of whom shall be elected each year to serve for a period of three years.

Article VII—Amendments

This constitution may be amended at any annual meeting by a two-thirds vote of the members present and voting.



## DELEGATES IN ATTENDANCE AT THE TWENTY- SECOND NATIONAL CONVENTION

### A

Allen, Eugenia, University of Michigan, Ann Arbor, Mich.  
 Alsop, Kathleen, Registrar, College of William and Mary, Williamsburg, Va.  
 Arnsdorf, H. G., Registrar, New York University, New York, N. Y.  
 Auvil, Virginia, Berea College, Berea, Ky.

### B

Baldwin, J. W., Registrar, Wayne University, Detroit, Mich.  
 Beadles, William T., Illinois Wesleyan University, Bloomington, Ill.  
 Beasley, Theodosia, Registrar, Hillsdale College, Hillsdale, Mich.  
 Beetham, W. N., Registrar, Marshall College, Huntington, W. Va.  
 Bixler, Roy W., Director of Admissions, University of Chicago, Chicago, Ill.  
 Boehmer, Florence E., Cottey College, Nevada, Mo.  
 Bowman, Mrs. W. H., Milligan College, Milligan College, Tenn.  
 Brenneman, Elsie, Registrar, Illinois State Normal University, Normal, Ill.  
 Bright, Alan, Registrar, Carnegie Institute of Technology, Pittsburgh, Pa.  
 Brother Agatho, Registrar, Manhattan College, New York, N. Y.  
 Brother Emilian, Registrar, LaSalle College, Philadelphia, Pa.  
 Brown, Grace N., Registrar, Hood College, Frederick, Md.  
 Burgoyne Helen H., Assistant Registrar, University of Cincinnati, Cincinnati, Ohio  
 Butler, Alice L., Registrar, Western College, Oxford, Ohio

### C

Canada, S. Woodson, Registrar, University of Missouri, Columbia, Mo.  
 Canon, E. H., Registrar, Western Kentucky State Normal and Teachers College, Bowling Green, Ky.  
 Chandler, Harley W., Registrar, University of Florida, Gainesville, Fla.  
 Clarke, Helen M., Assistant Registrar, Ohio State University, Columbus, Ohio  
 Cleveland, Bess, University of Kentucky, Lexington, Ky.  
 Cockins, Edith D., Registrar, Ohio State University, Columbus, Ohio  
 Conant, Robert O., Registrar, Dartmouth College, Hanover, N. H.  
 Conger, Allen C., Registrar, Ohio Wesleyan University, Delaware, Ohio  
 Cookson, Thomas A., Indiana University, Bloomington, Ind.  
 Coons, Eva M., Assistant Registrar, Wittenberg College, Springfield, Ohio  
 Cope, Frances K., Secretary, Asheville Normal and Teachers College, Asheville, N. C.  
 Corbin, Horatia J., Assistant to Dean, University of Michigan, Ann Arbor, Mich.  
 Cramer, W. F., Statistician, University of Chicago, Chicago, Ill.  
 Crawford, Albert S., Yale University, New Haven, Conn.  
 Culver, Wave, Secretary to Assistant Dean, University of Michigan, Ann Arbor, Mich.



D

- Davis, Helene K., National College of Education, Evanston, Ill.  
 Davis, Irene M., Johns Hopkins University, Baltimore, Md.  
 Davis, Paul W., University of Kentucky, Lexington, Ky.  
 Dempster, R. N., Registrar, Johns Hopkins University, Baltimore, Md.  
 Deters, Emma E., Registrar, University of Buffalo, Buffalo, N. Y.  
 Dickerson, R. O., Registrar, Wilberforce University, Wilberforce, Ohio  
 Dilley, F. B., Registrar, Ohio University, Athens, Ohio  
 Dorcas, H. C., University Examiner and Registrar, State University of Iowa, Iowa City, Iowa  
 Doyle, S. R., Registrar, Florida State College for Women, Tallahassee, Fla.  
 Dwenger, George H., Secretary, Long Island College of Medicine, Brooklyn, N. Y.  
 Dyrness, Enock C., Registrar, Wheaton College, Wheaton, Ill.

E

- Edwards, Charles W., Associate Registrar, Alabama Polytechnic Institute, Auburn, Ala.  
 Elder, Harry E., Registrar, Indiana State Teachers College, Terre Haute, Ind.

F

- Fellinger, Raymond, Registrar, Xavier University, Cincinnati, Ohio  
 Foster, George O., Registrar, University of Kansas, Lawrence, Kan.  
 Friedel, Alina, University of Toledo, Toledo, Ohio  
 Friend, L. L., Registrar, West Virginia University, Morgantown, W. Va.

G

- Gannett, J. A., Registrar, University of Maine, Orono, Maine  
 Gantt, Matsye, Registrar, State Agricultural and Mechanical College, Magnolia, Ark.  
 Gardner, Lucy B., University of Kentucky, Lexington, Ky.  
 Gary, Linnie Sue, Recorder, Southwestern University, Memphis, Tenn.  
 Geiner, Hazel, Registrar, University of Toledo, Toledo, Ohio  
 George, Katharine, Registrar, Northwestern University, Evanston, Ill.  
 Gillis, Ezra L., Registrar, University of Kentucky, Lexington, Ky.  
 Grable, Queenie, University of Kentucky, Lexington, Ky.  
 Grant, Edward J., Registrar, Columbia University, New York, N. Y.  
 Grimm, Samuel O., Registrar, Lebanon Valley College, Annville, Pa.  
 Grossman, D. A., Examiner, University of Illinois, Urbana, Ill.

H

- Hagemeyer, Frank H., Registrar, Columbia University Teachers College, New York, N. Y.  
 Hale, Wyatt W., Registrar and Acting Dean, Birmingham-Southern College, Birmingham, Ala.  
 Hall, John P., Registrar, Macalester College, St. Paul, Minn.  
 Happ, Gretchen M., Registrar, Principia College, St. Louis, Mo.  
 Hartman, Lelia G., Registrar, University of Cincinnati, Cincinnati, Ohio

Hayes, Clara D., Secretary, Bowdoin College, Brunswick, Maine  
Helmstadter, C. W., Registrar, Municipal University of Omaha,  
Omaha, Nebr.

Hesson, Dorothy, Morehead State Teachers College, Morehead, Ky.  
Hester, Cleo Gillis, Registrar, Murray State Teachers College, Mur-  
ray, Ky.

Highberger, R. R., Jr., Wittenberg College, Springfield, Ohio  
Hill, Ralph E., Registrar, University of Louisville, Louisville, Ky.

Hilley, Maude, Emory University, Emory University, Ga.

Hoekje, John C., Registrar, Western State Teachers College, Kala-  
mazoo, Mich.

Hoffman, William S., Registrar, Pennsylvania State College, State  
College, Pa.

Holt, F. O., Registrar, University of Wisconsin, Madison, Wis.

Holter, H. W., Registrar, Bucknell University, Lewisburg, Pa.

Hoppough, Cora L., Registrar, Battle Creek College, Battle Creek,  
Mich.

Howell, E. J., Registrar, Agricultural and Mechanical College of  
Texas, College Station, Tex.

Howell, William R., Registrar, Washington College, Chestertown,  
Md.

## J

Jones, Margaretta A., Secretary, Graduate School, University of  
Cincinnati, Cincinnati, Ohio

## K

Kerr, Fred L., Registrar, University of Arkansas, Fayetteville, Ark.

Kerr, Wilbur F., Registrar, Princeton University, Princeton, N. J.

Kilby, Margaret B., Registrar, Asbury College, Wilmore, Ky.

Kunter, Veneta, Registrar, Depauw University, Greencastle, Ind.

## L

Lamke, G. W., Registrar, Washington University, St. Louis, Mo.

Larson, Arthur H., Secretary-Registrar, Eastman School of Music,  
University of Rochester, Rochester, N. Y.

Lee, Floyd B., Registrar, Fort Hays Kansas State College, Hays,  
Kan.

Lill, Bernice D., Registrar, Sweet Briar College, Sweet Briar, Va.

Lindgren, Alina M., Specialist in Western European School Sys-  
tems, U. S. Office of Education, Washington, D. C.

Linville, Dorothy, University of Kentucky, Lexington, Ky.

Long, J. Everett, West Virginia University, Morgantown, W. Va.

Love, Donald M., Registrar, Oberlin College, Oberlin, Ohio

Luger, Rev. A. E., Registrar, College of St. Thomas, St. Paul, Minn.,

## M

Machir, Jessie M., Registrar, Kansas State College of Agriculture  
and Applied Science, Manhattan, Kan.

MacIntyre, Frances E., Registrar, Drexel Institute, Philadelphia,  
Pa.

MacInnis, Earl C., Berea College, Berea, Ky.

MacKinnon, J. C., Registrar, Massachusetts Institute of Tech-  
nology, Cambridge, Mass.

MacMorland, Wanda, Registrar, Emmanuel Missionary College,  
Berrien Springs, Mich.

Martin, Dora G., Registrar, American International College, Spring-  
field, Mass.

- Mathews, Edward J., Registrar, University of Texas, Austin, Tex.  
 McCracken, S. J., Registrar, Colorado Agricultural College, Fort Collins, Colo.  
 McGahey, Florence I., Registrar, University of Nebraska, Lincoln, Nebr.  
 McHugh, John C., Registrar, DePaul University, Chicago, Ill.  
 McKnight, Carrie E., Registrar, Muskingum College, New Concord, Ohio  
 McQuitty, John V., Director of Admissions, University of Florida, Gainesville, Fla.  
 Miller, Ernest G., Registrar, University of Chicago, Chicago, Ill.  
 Milton, Mary P., Registrar, Morehead State Normal School and Teachers College, Morehead, Ky.  
 Miner, J. B., University of Kentucky, Lexington, Ky.  
 Mitchell, John Pearce, Registrar, Stanford University, Stanford, University, Calif.  
 Mitchell, W. S., Registrar, Louisiana State Normal College, Natchitoches, La.  
 Moores, Maple, University of Kentucky, Lexington, Ky.  
 Morris, Mary Elizabeth, Assistant University Examiner, Ohio State University, Columbus, Ohio  
 Morrow, Josephine, Registrar, Colorado College, Colorado Springs, Colo.

N

- Neville, K. P. R., Registrar, University of Western Ontario, London, Canada

O

- O'Hara, Frank J., Registrar, St. Thomas College, Scranton, Pa.  
 O'Malley, Rev. Thomas I., S.J., Dean, Loyola College, Baltimore, Md.

P

- Patterson, Grady S., Registrar, Wake Forest College, Wake Forest, N. C.  
 Payne, Walter A., Recorder and Examiner Emeritus, University of Chicago, Chicago, Ill.  
 Pearce, Ruby B., Registrar, Louisiana Polytechnic Institute, Ruston, La.  
 Pearson, Norma, Registrar, Northern Illinois State Teachers College, DeKalb, Ill.  
 Pennington, Elsbeth, Field Representative, Flora Stone Mather College, Western Reserve University, Cleveland, Ohio  
 Perry, C. D., Registrar, Bowling Green State College, Bowling Green, Ohio  
 Peters, Lucile, Registrar, Milwaukee-Downer College, Milwaukee, Wis.  
 Pettengill, True E., University of Minnesota, Minneapolis, Minn.  
 Player, Willa B., Bennett College for Women, Greensboro, N. C.  
 Poole, Elma, Registrar, St. Louis University, St. Louis, Mo.  
 Poindexter, Ann, Registrar, Georgetown College, Georgetown, Ky.  
 Powell, Gladys L., Assistant Registrar, Wilberforce University, Wilberforce, Ohio  
 Powers, Robert R., Registrar, Arizona State Teachers College, Flagstaff, Ariz.  
 Preinkert, Alma H., Assistant Registrar, University of Maryland, College Park, Md.  
 Probst, Carrie M., Registrar, Goucher College, Baltimore, Md.

Pyles, H. M., Registrar, Kentucky Wesleyan College, Winchester, Ky.

## R

Reeves, William M., Registrar, Phillips University, Enid, Okla.  
 Renner, Theresa M., Registrar, Blackburn College, Carlinville, Ill.  
 Rentz, Augusta, Registrar, Georgia State Womans College, Valdosta, Ga.  
 Rich, Daniel L., University of Michigan, Ann Arbor, Mich.  
 Riordan, Robert B., Registrar, University of Notre Dame, Notre Dame, Ind.  
 Robertson, Mary A., Registrar, University of Alabama, University, Ala.  
 Robinson, J. R., Registrar, George Peabody College for Teachers, Nashville, Tenn.  
 Rogers, Clara E., Walla Walla College, College Place, Wash.  
 Ross, Clarence F., Registrar, Allegheny College, Meadville, Pa.

## S

Schmidt, Richard H., Registrar, University of Akron, Akron, Ohio  
 Scribner, A. F., Registrar, Valparaiso University, Valparaiso, Ind.  
 Short, G. Y., Arkansas State Teachers College, Conway, Ark.  
 Showman, Harry M., Recorder, University of California at Los Angeles, Los Angeles, Calif.  
 Sister Anselma, Registrar, St. Mary's-of-the-Springs College, East Columbus, Ohio  
 Sister Charles Mary (Morrison), Registrar, Nazareth College, Louisville, Ky.  
 Sister Elizabeth Seton, Registrar, College of Mount St. Joseph-on-the-Ohio, Mount St. Joseph, Ohio  
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 Sister Mary Christella Dee, Registrar, Clarke College, Dubuque, Iowa  
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- Stipe, John G., Registrar, Emory University, Emory University, Ga.  
 Stone, R. B., Registrar, Purdue University, LaFayette, Ind.  
 Swettman, Emily E., Registrar, Susquehanna University, Selinsgrove, Pa.

T

- Tabb, Jennie M., Registrar, State Teachers College, Farmville, Va.  
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 Tillery, Hazel, Assistant Registrar, Louisiana Polytechnic Institute, Ruston, La.  
 Titsworth, W. A., Registrar, Alfred University, Alfred, N. Y.  
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 Tucker, Lucy C., Registrar, Rhode Island State College, Kingston, R. I.  
 Tuttle, G. P., Registrar, University of Illinois, Urbana, Ill.

U

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 Utterback, Sarah, University of Kentucky, Lexington, Ky.

V

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W

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 Wilson, Jessie, University of Kentucky, Lexington, Ky.  
 Wilson, R. O., Registrar, University of North Dakota, Grand Forks, N. D.  
 Wilson, T. J., Jr., Registrar, University of North Carolina, Chapel Hill, N. C.  
 Wood, Ben D., Columbia University, New York, N. Y.

Y

- Yakeley, Elida, Registrar, Michigan State College, East Lansing, Mich.

Z

- Ziegler, Frieda E., University of Cincinnati, Cincinnati, Ohio

## REGISTRATION BY STATES, 1934

Alabama.....	3	New Jersey.....	1
Arizona.....	1	New Mexico.....	0
Arkansas.....	3	New York.....	9
California.....	2	North Carolina.....	4
Colorado.....	2	North Dakota.....	1
Connecticut.....	2	Ohio.....	31
Delaware.....	0	Oklahoma.....	3
District of Columbia.....	1	Oregon.....	0
Florida.....	3	Pennsylvania.....	10
Georgia.....	3	Rhode Island.....	1
Illinois.....	18	South Carolina.....	0
Idaho.....	0	South Dakota.....	0
Indiana.....	8	Tennessee.....	4
Iowa.....	2	Texas.....	3
Kansas.....	3	Utah.....	0
Kentucky.....	24	Vermont.....	0
Louisiana.....	3	Virginia.....	4
Maine.....	2	Washington.....	1
Maryland.....	7	West Virginia.....	3
Massachusetts.....	2	Wisconsin.....	2
Michigan.....	15	Wyoming.....	0
Minnesota.....	5	Canada.....	1
Mississippi.....	1		
Missouri.....	5	Total.....	196
Montana.....	0	Guests.....	23
Nebraska.....	2		
New Hampshire.....	1	Grand Total.....	219
Nevada.....	0		

REGISTRATIONS OF MEETINGS  
1910-34

Regis- trations	Year	Place	President
24	1910	Detroit	A. H. Parrott, North Dakota Agri- cultural College, (Chairman)
30	1911	Boston	A. H. Espenshade, Pennsylvania State College, (Chairman)
38	1912	Chicago	A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	G. O. Foster, University of Kansas
69	1916	New York	Walter Humphries, Massachusetts Institute of Technology
66	1917	Lexington	*F. A. Dickey, Columbia University
106	1919	Chicago	A. W. Tarbell, Carnegie Institute of Technology
107	1920	Washington	E. L. Gillis, University of Kentucky
118	1922	St. Louis	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder	T. J. Wilson, Jr., University of North Carolina

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS 501

155	1926	Minneapolis	G. P. Tuttle, University of Illinois
214	1927	Atlanta	R. M. West, University of Minnesota
253	1928	Cleveland	Ira M. Smith, University of Michigan
119	1929	Seattle	C. E. Friley, Agricultural and Mechanical College of Texas
250	1930	Memphis	E. J. Grant, Columbia University
232	1931	Buffalo	J. P. Mitchell, Stanford University
282	1932	Chicago	R. N. Dempster, Johns Hopkins University
266	1933	Chicago	J. G. Quick, University of Pittsburgh
219	1934	Cincinnati	F. O. Holt, University of Wisconsin

\*Deceased.

MEMBERSHIP OF THE ASSOCIATION  
1914-32

Year	No. of Members	Year	No. of Members
1914	62	1926	384
1915	100	1927	504
1916	123	1928	622
1917	140	1929	696
1919	177	1930	749
1920	194	1931	754
1922	210	1932	720
1924	299	1933	705
1925	331	1934	671





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**OF THE**  
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## INDEX TO VOLUME IX

	PAGE
Adams, Grace, The Rise and Fall of Psychology (In the Journals).....	225
Adjusting School Marks and Class Ranks to Compensate for Variations in Standards of Marking, A Method of, William Reitz.....	1
Admission to College by Certificate in the Southern States, J. R. Robinson.....	135
Admissions (Bibliography).....	115
Affiliation Proposal, The, (Editorial).....	38, 202
Alberty, H. B., The Progressive Movement in Secondary Education.....	310
Alumni Recommendations as to College Majors, C. Gilbert Wrenn.....	196
American Council of Guidance and Personnel Associations, Constitution of the.....	476
Analysis of Mid-quarter Marks in Terms of Final Grade Averages, An, Ben Husbands.....	67
Anderson, V. V., Psychiatry in the College, A Discussion of a Model Personnel Program (In the Journals).....	62
Appointments and Changes in Position.....	48, 108, 210
Aptitude Testing in Personnel Procedure, A. B. Crawford.....	293
Arnsperger, V. C., Frederick L. Devereux and N. L. Englehardt, The Education Talking Picture (New Books).....	223
Arps, George F., Higher Education and Modern Trends (In the Journals).....	62
Association, The (Bibliography).....	117
Association of Colleges and Secondary Schools of the Middle States and Maryland, Annual Meeting of the.....	219
Auditor, Report of the, C. Haworth.....	437
Bell, Bernard I., Private Thoughts of a Pedagogue (In the Journals).....	62
Bibliography of Papers and Addresses, <i>Bulletin of the A.A.C.R.</i> (1910-33).....	115
Admissions.....	115
Association, The.....	117
Bibliographies.....	117
Catalog, The.....	118
Costs.....	118
Educational Organization.....	118
Educational Trends.....	119
Enrolment.....	120

Entrance Certificates.....	120
Foreign Education.....	121
Grades and Grading.....	122
Office Organization and Practice.....	123
Personnel Work.....	124
Rating Institutions.....	125
Registrar, The.....	126
Research.....	129
Scholarship.....	130
Statistical Methods and Practices.....	130
Student Mortality.....	131
Training of the Registrar.....	131
Transcripts.....	132
Miscellaneous.....	133
Bibliographies (Bibliography).....	117
Bibliographies, Convenient (New Books).....	61
Births, Marriages, Deaths.....	50, 110, 212
Bixler, R. W., Report of the Committee on Association Policy.....	466
Bixler, R. W., Report of the Editor.....	437
Books (See New Books)	
Budget Committee, Report of the, J. P. Mitchell.....	480
Catalog, The (Bibliography).....	118
Chambers, M. M., Needed Studies in Educational Administration (In the Journals).....	62
Changes and Experiments in Liberal Arts Educational (New Books).....	60
Changing Social Order and Its Significance to Our Educational Program, H. L. Smith.....	373
Cockins, Edith D., Report of the Second Vice-President.....	434
Colgate Plan, The.....	105
College Faces a New Problem in a New World, The, Earl C. MacInnis.....	343
College-High School Relations, The Ultimate Basis for Satisfactory, Ben D. Wood.....	271
Colorado-Wyoming Registrars Association, Meeting of the....	47
Committee on Association Policy, Report of the, R. W. Bixler.....	466
Committee on Local Arrangements, Report of the, Lelia Hartman.....	486
Committee on Methods of Duplicating Records, Report of the, Ira M. Smith.....	452
Committee on Nominations, Report of the.....	485
Committee on Office Forms and Filing Equipment, Report of the, Arthur H. Larson.....	479
Committee on Resolutions, Report of the, Emma E. Deters....	482
Committee on Special Projects, Report of the, R. M. West....	440

Committee Report, The 1933 College Sophomore Testing Program (In the Journals).....	142
Constitution of the American Council of Guidance and Personnel Associations.....	476
Convention, Delegates in Attendance at the Twenty-second National.....	494
Convention, Program of Twenty-second National, Cincinnati, April, 1934.....	200
Convention, Registration by States, 1934.....	500
Convention, Section B—Liberal Arts Colleges, Junior Colleges, Teachers Colleges, and Normal Schools.....	432
Cooperation, Economy Through, K. J. Kennedy.....	194
Costs (Bibliography).....	118
Courses, Duplication of, H. S. Rummell.....	28
Cowdery, Karl M., The Guidance of Youth in the Colleges (In the Journals).....	226
Crawford, A. B., Aptitude Testing in Personnel Procedure....	293
Cressy, Earl H., Information for Admissions Officers Concerning Christian Colleges in China (New Books).....	140
Deaths, Births, Marriages.....	50, 110, 212
Defunct Records, Perpetuation of (Iowa State Law).....	52
Degrees and Honors.....	50, 110, 212
Delegates in Attendance at the Twenty-second National Convention.....	494
Dempster, Ryland Newman (Former Presidents).....	45
Deters, Emma E., Report of the Committee on Resolutions....	482
Devereux, F. L., Nikolaus L. Englehardt and V. C. Arnsperger, The Education Talking Picture (New Books).....	223
Directory, The (Editorial).....	100
Directory of Registrars.....	228
Downey, June E., Psyclones (In the Journals).....	225
Duplication of Courses, H. S. Rummell.....	28
Economic Changes Upon Higher Education, The Effect of Current, Q. A. W. Rohrbach.....	391
Economy Through Cooperation, K. J. Kennedy.....	194
Editor, Report of the, Roy W. Bixler.....	437
Editorial Comment.....	38, 100, 202
Affiliation Proposal, The.....	38, 202
Directory, The.....	100
Good Omen, A.....	100
Studies.....	101
What Happened to the Illinois Resolution?.....	38, 204
Educational Guidance, Conference on.....	215
Educational Meetings.....	215
Association of Colleges and Secondary Schools in the Middle States and Maryland.....	219

Educational Guidance Conference.....	215
Guidance and Personnel Conference.....	111
Pennsylvania Education Congress.....	220
Progressive Education Association.....	218
Educational Organization (Bibliography).....	118
Educational Trends (Bibliography).....	119
Effinger, John R., Curriculum Revision in the College of Literature, Science and the Arts (In the Journals).....	143
Englehardt, N. L., Frederick L. Devereux and V. C. Arnsperger, The Educational Talking Picture (New Books).....	223
Enrolment (Bibliography).....	120
Enrolments in Colleges and Universities, Standard Reports of, George E. Van Dyke.....	97
Entrance Certificates (Bibliography).....	120
Failing Freshman, Study Habits of, Robert L. Williams.....	15
Foreign Education (Bibliography).....	121
Former Presidents.....	40
Dempster, Ryland N.....	45
Friley, Charles Edwin.....	40
Grant, Edward J.....	42
Mitchell, John P.....	43
Friley, Charles Edwin (Former Presidents).....	40
Gillis, Ezra L., A Registrar Looks at His Job.....	326
Good Omen, A (Editorial).....	100
Grace, Alonzo G., Some Expensive Fallacies in American Education (In the Journals).....	63
Grades and Grading (Bibliography).....	122
Grant, Edward J. (Former Presidents).....	42
Guidance, Conference on Educational.....	215
Guidance and Personnel, Conference on (Stanford University).....	111
Hartman, Lelia, Report of the Committee on Local Arrangements.....	486
Haworth, C., Report of the Auditor.....	437
Hibbard, Addison, Alma Mater's Slipper (in the Journals)....	62
Higher Education in North Carolina and Georgia, Reorganization of, George A. Works.....	84
Hoffman, William S., A Limitless Alphabetical Index.....	94
Hoffman, William S., Name Code for Tabulating Machines (New Books).....	61
Honors, Degrees and.....	50, 110, 122
Husbands, Ben, An Analysis of Mid-quarter Marks in Terms of Final Grade Averages.....	67
Illinois Association of Collegiate Registrars, Meeting of the..	47, 103
Illinois Resolution, What Happened to the (Editorial).....	38, 204
In the Journals.....	62, 142, 225
Alma Mater's Slipper, Addison Hibbard.....	62



Curriculum Revision in the College of Literature, Science and the Arts, John R. Effinger.....	143
Educational Guidance Is Now Possible, Max McConn.....	142
Educational Trends and the General Social Order, Charles H. Judd.....	64
Fact and the Comprehensive Examination, Edward S. Jones	142
Guidance of Youth in the Colleges, The, Karl M. Cowdery.....	226
High School and College Records, B. L. Stradley.....	142
Higher Education and Modern Trends, George F. Arps.....	62
Letter to H. L. Mencken, J. Morris Jones.....	63
Measurement in Educational Experimentation with Special Reference to the Progressive Education Association Project, Max McConn.....	225
Needed Studies in Educational Administration, M. M. Chambers.....	62
Private Thoughts of a Pedagogue, Bernard I. Bell.....	62
Psychiatry in the College, A Discussion of a Model Personnel Program, V. V. Anderson.....	62
Psychones, June E. Downey.....	225
Relation of Education to the Success of Eminent Women, The, Bertha Beach Tharp.....	63
Rise and Fall of Psychology, The, Grace Adams.....	225
Some Expensive Fallacies in American Education, Alonzo G. Grace.....	63
The 1933 College Sophomore Testing Program, Committee Report.....	142
Index, A Limitless Alphabetical, William S. Hoffman.....	94
Introduction of the President-Elect, K. P. R. Neville.....	486
Jones, Edward Stafford, Comprehensive Examinations in American Colleges (New Books).....	55
Jones, Edward S., Fact and the Comprehensive Examination (In the Journals).....	142
Jones, J. Morris, A Letter to H. L. Mencken (In the Journals). Journals (See In the Journals)	63
Judd, Charles H., Educational Trends and the General Social Order (In the Journals).....	64
Kandel, I. L., Comparative Education (New Books).....	139
Kansas College Deans and Registrars and Advanced Standing Committees, Meeting of the Association of.....	205
Kennedy, K. J., Economy Through Cooperation.....	194
Kentucky Association of Registrars, Meeting of the.....	104
Kerr, Fred L., Report of the Secretary.....	433
Koos, Leonard V., The National Survey of Secondary Education and Its Significance for the Registrar.....	279

Larson, Arthur H., Report of the Committee on Office Forms and Filing Equipment.....	479
Liberal Arts Colleges, Junior Colleges, Teachers Colleges and Normal Schools, Section B.....	432
Limitless Alphabetical Index, A, William S. Hoffman.....	94
MacInnis, Earl C., The College Faces a New Problem in a New World.....	343
MacKinnon, J. C., Report of the Treasurer.....	434
Majors, Alumni Recommendations as to College, C. Gilbert Wrenn.....	196
Marks in Terms of Final Grade Averages, An Analysis of Mid-quarter, Ben Husbands.....	67
Marks, to Intelligence, The Relation of Teachers, Clarence F. Ross.....	32
Marks and Class Ranks to Compensate for Variations in Standards of Marking, A Method of Adjusting School, Wilhelm Reitz.....	1
Marks and Ranks Adjusted for Inter-High School Variability Predicting College Achievement With, Wilhelm Reitz.....	162
Marriages, Births, Deaths.....	50, 110, 212
McConn, Max, Educational Guidance Is Now Possible (In the Journals).....	142
McConn, Max, Measurement in Educational Experimentation with Special Reference to the Progressive Education Association Project (In the Journals).....	225
McQuitty, John V., Relative Scholarship of Graduates According to Accreditation of High Schools.....	182
McVey, Frank L., The Registrar and the Next Step.....	426
Meetings, Registrations of, 1910-34.....	500
Michigan Association of Collegiate Registrars, Meeting of the.....	47
Middle States and Maryland, Annual Meeting of the Association of Colleges and Secondary Schools of.....	219
Minnesota Association of Collegiate Registrars, Meeting of the.....	103, 206
Miscellaneous (Bibliography).....	103
Mississippi Association of Registrars and Deans, Meeting of the.....	207
Mitchell, John Pearce (Former Presidents).....	43
Mitchell, J. P., Report of the Budget Committee.....	480
Morrill, J. L., The Student and His College, of Another Day..	356
Mount Holyoke Experiment.....	106
National Survey of Secondary Education and Its Significance for the Registrar, The, Leonard V. Koos.....	279
Nebraska Association of Collegiate Registrars, Meeting of the.....	105, 207
North Carolina Registrars Association, Meeting of the.....	104

# AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS 511

Neville, K. P. R., Introduction of the President-Elect.....	486
New Books.....	55, 137, 222
Administration of Student Personnel Service in Teacher- Training Institutions in the United States, The, M. E. Townsend.....	137
Changes and Experiments in Liberal Arts Education.....	60
College and Society, The, Ernest H. Wilkins.....	222
Comparative Education, I. L. Kandel.....	139
Comprehensive Examinations in American Colleges, Ed- ward Safford Jones.....	55
Convenient Bibliographies.....	61
Education Talking Picture, The, F. L. Devereux, M.L. Englehardt and V. C. Arnsperger.....	223
Founding of American Colleges and Universities before the Civil War, The, Donald G. Tewksbury.....	140
Information for Admissions Officers Concerning Christian Colleges in China, Earl H. Cressy.....	140
Name Code for Use on Tabulating Machines, William S. Hoffman.....	61
Studies of College Problems and the Depression.....	56
News, Professional and Personal.....	47, 102, 205
Office Organization and Practice (Bibliography).....	123
Ohio College Registrars and Examiners, Meeting of the As- sociation of.....	105
Organization of the Association.....	490
Pacific Coast Association of Collegiate Registrars, Meeting of the.....	102
Pennsylvania Education Congress, Annual Meeting of the....	220
Personnel, Conference on, Guidance and (Stanford University)	111
Personnel Work (Bibliography).....	124
Pettengill, True E., Size of High School and Predictive Value of Class Rank and Aptitude Test Rank.....	190
Position, Appointments and Changes in.....	48, 108, 210
Predicting College Achievement with Marks and Ranks Ad- justed for Inter-High School Variability, Wilhelm Reitz....	162
Predictive Value of Class Rank and Aptitude Test Rank, Size of High School and, True E. Pettengill.....	190
President-Elect, Introduction of the, K. P. R. Neville.....	486
Presidents (See Former Presidents)	
Professional and Personal News.....	47, 102, 205
Program of the Twenty-second National Convention, Cincin- nati, April, 1934.....	200
Progressive Education Association, Regional Conference of the	218
Rating Institutions (Bibliography).....	125
Records, Iowa State Law for Perpetuation of Defunct.....	52
Registrar and the Next Step, The, Frank L. McVey.....	426

Registrar Looks at His Job, A, Ezra L. Gillis . . . . .	326
Registrar, The—His Role and Functions (Bibliography) . . . . .	126
Registrars, Directory of . . . . .	228
Registration by States, 1934 National Convention of the A.A.C.R. . . . .	500
Registrations of Meetings, 1910-34 . . . . .	500
Reitz, Wilhelm, A Method of Adjusting School Marks and Class Ranks to Compensate for Variations in Standards of Marking . . . . .	1
Reitz, Wilhelm, Predicting College Achievement with Marks and Ranks Adjusted for Inter-High School Variability . . . . .	162
Relation of Teachers' Marks to Intelligence, The, Clarence F. Ross . . . . .	32
Relative Scholarship of Graduates According to Accreditation of High Schools, John V. McQuitty . . . . .	182
Reorganization . . . . .	48, 105, 207
Colgate Plan, The . . . . .	105
Mount Holyoke Experiment . . . . .	106
Reorganization of Higher Education in North Carolina and Georgia, George A. Works . . . . .	84
Report of the Auditor, C. Haworth . . . . .	437
Report of the Budget Committee, J. P. Mitchell . . . . .	480
Report of the Committee on Association Policy, R. W. Bixler . . . . .	466
Report of the Committee on Local Arrangements, Léila Hart- man . . . . .	486
Report of Committee on Methods of Duplicating Records, Ira M. Smith . . . . .	452
Report of the Committee on Nominations . . . . .	485
Report of the Committee on Office Forms and Filing Equip- ment, Arthur H. Larson . . . . .	479
Report of the Committee on Resolutions, Emma E. Deters . . . . .	482
Report of the Committee on Special Projects, R. M. West . . . . .	440
Report of the Editor, R. W. Bixler . . . . .	437
Report of the Second Vice-President, Edith D. Cockins . . . . .	434
Report of the Secretary, Fred L. Kerr . . . . .	433
Report of the Treasurer, J. C. MacKinnon . . . . .	434
Research (Bibliography) . . . . .	129
Robinson, J. R., Admission to College by Certificate in the Southern States . . . . .	145
Rohrbach, Q. A. W., The Effect of Current Economic Changes upon Higher Education . . . . .	391
Ross, Clarence F., The Relation of Teachers' Marks to Intel- ligence . . . . .	32
Rummell, H. S., Duplication of Courses . . . . .	28
Scholarship (Bibliography) . . . . .	130

Scholarship of Graduates According to Accreditation of High Schools, Relative, John V. McQuitty.....	182
Second Vice-President, Report of the, Edith D. Cockins.....	434
Secondary Education and Its Significance for the Registrar, The National Survey of, Leonard V. Koos.....	279
Secondary Education, The Progressive Movement in, H. B. Alberty.....	310
Secretary, Report of the, Fred L. Kerr.....	433
Sectional Meetings.....	47, 102, 205
Colorado-Wyoming Registrars Association.....	47
Illinois Association of Collegiate Registrars.....	47, 103
Kansas College Deans and Registrars and Advanced Standing Committees.....	205
Kentucky Association of Registrars.....	104
Michigan Association of Collegiate Registrars.....	47
Minnesota Association of Collegiate Registrars.....	103, 206
Mississippi Association of Registrars and Deans.....	207
Nebraska Association of Collegiate Registrars.....	105, 207
North Carolina Registrars Association.....	104
Ohio College Registrars and Examiners.....	105
Pacific Coast Association of Collegiate Registrars.....	102
South Carolina Association of Collegiate Registrars.....	207
Utah Educational Association.....	206
Wisconsin Association of Collegiate Registrars.....	205
Should We Educate the People? Raymond Walters.....	263
Smith, H. L., The Changing Social Order and Its Significance to Our Educational Program.....	373
Smith, Ira M., Report of the Committee on Duplication of Records.....	452
South Carolina Association of Collegiate Registrars, Meeting of the.....	207
Standard Reports of Enrolments in Colleges and Universities, George E. Van Dyke.....	97
Statistical Methods and Practices (Bibliography).....	130
Stradley, B. L., High School and College Records (In the Journals).....	142
Student and His College, of Another Day, The, J. L. Morrill...	356
Student Mortality (Bibliography).....	131
Study Habits of Failing Freshmen, Robert L. Williams.....	15
Studies (Editorial).....	101
Studies of College Problems and the Depression (New Books).	56
Tewksbury, Donald G., The Founding of American Colleges and Universities before the Civil War (New Books).....	140
Tharp, Bertha Beach, The Relation of Education to the Success of Eminent Women (In the Journals).....	63

Townsend, M. E., <i>The Administration of Student Personnel Service in Teacher-Training Institutions in the United States (New Books)</i> .....	137
Training of the Registrar (Bibliography).....	131
Transcripts (Bibliography).....	132
Treasurer, Report of the, J. C. MacKinnon.....	434
Utah Educational Association, Meeting of the.....	206
Van Dyke, George E., <i>Standard Reports of Enrolments in Colleges and Universities</i> .....	97
Walters, Raymond, <i>Should We Educate the People?</i> .....	263
West, R. M., <i>Report of the Committee on Special Projects</i> ...	440
Who Will Win the \$25?.....	501
Wilkins, Ernest H., <i>The College and Society (New Books)</i> ...	222
Williams, Robert L., <i>Study Habits of Failing Freshmen</i> .....	15
Wisconsin Association of Collegiate Registrars, Meeting of the.	205
Wood, Ben D., <i>The Ultimate Basis for Satisfactory College-High School Relations</i> .....	271
Works, George A., <i>Reorganization of Higher Education in North Carolina and Georgia</i> .....	84
Wrenn, C. Gilbert, <i>Alumni Recommendations as to College Majors</i> .....	196



## EMPLOYMENT SERVICE

Notices must be accompanied by a remittance in full in favor of *The American Association of Collegiate Registrars* and should be sent to the Editor in care of the *Office of Admissions, University of Chicago*.

Notices will be inserted in the order of their receipt.

Rates: For four insertions, limited to not more than fifty words, including the address, two dollars. Additional insertions at the regular rate. Extra space will be charged at the rate of five cents a word.

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In making this page available to those seeking personnel and to those seeking employment, the American Association of Collegiate Registrars expects that at least some reply will be made to all those answering announcements.

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POSITION WANTED:—Young man with seven years teaching experience, valuable commercial experience, four years experience in registrar's office (Registrar since April, 1932), B.A. degree from Business Administration and Economics (Minor in Education), two quarters graduate work, desires positions as Registrar. Reply (G), care Editor, Office of Admissions, University of Chicago. (2)

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ADVANCEMENT WANTED:—Desires position of Registrar in college or Assistant Registrar in university, with several hours teaching history. Experience: four years registrar in Eastern college; three years teaching history to advanced college classes. Age 26. Unmarried. Graduate work. Good references from present employer. Address E, care Editor, Office of Admissions, University of Chicago. (2)

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